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November, 1999

SECONDARY EDUCATION
IN
SMYTH COUNTY
1832-1940

By
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A Thesis
Presented to the Graduate Faculty
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INTRODUCTION

The Purpose of this study is to present as completely and accurately as available information will permit the history of secondary education in Smyth County, Virginia from the time of the formation of the county in 1832 to the present. In doing this it has been necessary to provide the historical background and nature of the people who settled there. The first chapter gives a brief but comprehensive record of the early settlers.

This study deals primarily with secondary education but it has been necessary to include much of the history of elementary education, because in the earlier days it was almost impossible to distinguish between the two divisions.

In obtaining facts for this study the writer has made every effort to secure the information from primary and authentic sources. Much of the data used for the early period were from the wills and deeds as found in Smyth County, Virginia Magazine of History and Biography, Summers' History of Southwest Virginia and

Washington County, Howe's Virginia, Pendleton's History of Southwest Virginia and Tazewell County, and Wilson's Smyth County History and Traditions. Stanard's Colonial Virginia, Its People and Customs, Account Book of Thomas McCready, Maddox's The Free School Idea in Virginia Before the Civil War, were used in obtaining material for the second chapter. Data on private schools and academies were secured from Morrison's The Beginning of Public Education in Virginia, 1776-1860, the unpublished dissertations of Boitnott and Bowman, the Acts of the Assembly, the Documents of the House of Delegates, catalogs of the different schools, and newspapers which were published in Smyth County and adjacent territory during the academy period. Much of the information for the period from 1810 to 1906 was obtained from Acts of the Assembly, Documents of the House of Delegates, Virginia School Reports and newspapers. Information on the period from 1906 to the present was secured from Acts of Assembly, Virginia School Reports, Permanent Records of High Schools in the High School Office of the State Board of Education, Annual High School Reports, and from the office of Robert F. Williams, Superintendent of the Smyth County Public Schools.

In so far as the writer has been able to determine, this thesis represents the first attempt to picture the provisions for education in Smyth County for the period from 1832 to 1940.

This study was made under the direction of Dr. W. R. Smithey, Professor of Secondary Education, University of Virginia, to whom the writer is grateful for guidance and constructive criticism. The writer wishes to acknowledge also the assistance of Superintendent Robert F. Williams in making available records and other materials; the help of H. J. Rhyne and Miss May Scherer in furnishing records of Marion College; the assistance of Mr. Bascom Leonard in giving access to his collection of newspapers and other materials; the interest of Miss Clair Lay and her work in arranging the photographs; the work of Robert Polstra in developing and printing the photographs; the assistance of the Misses Helen and Gray Buchanan in directing the writer to many valuable sources of information; and the help of all those people of the respective communities of Smyth County who have contributed to the collection of the facts contained herein.

CHAPTER I

THE SETTLEMENT AND FORMATION OF SMYTH COUNTY

Smyth County lies at the head of the Holston River in Southwest Virginia. Mountain ranges divide the County into three valleys, through each of which flows one of the triple forks of the Holston River.

The County was created in 1832 by an Act¹ of the General Assembly of Virginia from parts of Washington and Wythe Counties, said parts having been previously Orange, Augusta, Botetourt, Fincastle, and Montgomery Counties.² The Assembly had been petitioned for such division by citizens residing in the territory of the new county.

It was named for General Alexander Smyth, a Virginia officer in the War of 1812, and a member of Congress from 1817 to 1825 and from 1827 to 1830.³

Within its bounds were started the Holston settlements which had much to do with extending the limits of the United States to the Pacific Ocean.⁴

1. Acts of Assembly, 1831-32, p. 47.

2. Virginia Magazine of History and Biography, Vol. IX p. 343.

3. Howe, Henry. Virginia

Prior to the coming of the white man to Southwest Virginia, this territory had not been inhabited, but had long been used as a hunting ground by several Indian tribes.¹

Probably the first white person to view this land was an Indian trader named Dority who travelled through Southwest Virginia in 1690 on his way to barter with the Cherokee Indians of East Tennessee.² Peter Sallings was captured by the Indians and taken through this section as early as 1726, and the chances are that other men, who were either hunters or had dealings with the Indians, had visited this region many years before there is documentary evidence regarding the history of the Holston country.³

Colonel James Patton organized and led several expeditions of exploration into the Holston area between 1746 and 1750. With him on the journey of 1748 were Dr. Thomas Walker, James Wood, John Buchanan, and Charles Campbell. Surveys were made by these groups in what is now Smyth County, under a grant of 120,000 acres to James Patton by the Governor and Council of Virginia. These surveys were entered in the surveyors books of Augusta County under the names of James Patton, Thomas Walker, James Wood, John

1. Summers, L. P.: History of Southwest Virginia and Washington County, p. 40

2. Ibid: p. 40

Buchanan, Charles Campbell, Charles Sinclair and others.¹

Dr. Thomas Walker led an exploring party through Southwest Virginia in the Spring of 1750 and kept an accurate journal of his trip. That he visited the Holston River Valley is shown by the following extract from his journal:²

March 23rd. We kept down Holstons River about four miles and camped; and then Mr. Powel and I went to look for Samuel Stalnaker, who I had been informed was just moved out to settle. We found camp and returned to our own in the evening.

March 24th. We went to Stalnakers, helped him raise his house and camped about a quarter of a mile below him.

There is good reason to believe that the first settlers in what is now Smyth County were two adventurers and hunters who built cabins here prior to 1748. Stephen Holston settled at the head waters and gave his name to the Holston River. Charles Sinclair, who acted as guide to Dr. Walker's expedition, and for whom Dr. Walker patented lands, settled in what is now known as St. Clairs Bottom.³

James Davis bought the rights of Stephen Holston in 1748 had John Buchanan survey for him a tract of land containing 1300 acres at the location of the Holston tract. This was known as "Davis Fancy"

to this place shortly afterward and he and his descendants have had control of this land ever since.¹

Samuel Stalnaker's cabin that Dr. Walker helped build in 1750 was located several miles west of the present town of Marion. He and his wife resided in the County until 1755 when she was murdered and he was taken prisoner by the Indians.²

A survey of 450 acres near the present town of Sugar Grove on the South Fork of the Holston River was recorded in the name of Joseph and Esther Crockett in 1751. They probably lived here until the general Indian uprising in 1754 when they moved farther east.³

An old list of those killed, wounded, or captured by the Indians in the disturbances of 1754, 1755, and 1756 includes such names as Stephen Lyon, John Godman, Benjamin Harrison, Mary Baker, Samuel Stalnaker and Mrs. Stalnaker. All of these are listed as having resided on the Holston River and there is good evidence to believe that most of them lived in Smyth County.⁴

The first permanent settlement was made at Royal Oak near the present town of Marion, in 1766. David Campbell and his wife, Mary Hamilton, had a large family of thir-

1. Ibid. , p. 53.

2. Wilson, op. cit. , pp. 7-8.

teen children. They had moved to the present⁶ County from Pennsylvania sometime before 176⁶ year, John, the eldest son, accompanied Dr. of his expeditions and purchased for his father⁶ Royal Oak survey that John Buchanan had made next year, John Campbell, along with his brother, Arthur and Mary, moved to Royal Oak. In Campbell, his wife, and eight children moved tied with the other children.¹

After this first permanent settlement all the County were rapidly inhabited. Captain John⁶ from whom most of the Rich Valley Buchanans descend⁶ his brother, Archibald, settled in the Locust Cove⁶ tion of the Valley about 1770. William Richardson⁶ genitor of the Richardson family of Smyth County, from North Carolina, and settled in Rich Valley early Seventies. The daughters of David Campbell their husbands settled in Rich Valley before or shortly⁶ after the Revolutionary War. The Coles, Joseph and and Thomas Woolsey were permanently settled on the Fork of the Holston River in Sinclair's Bottom as as 1770. The Nelsons, three families of the James and the Griffiths, settled in the Rye Valley section

Many settlers of Smyth County came from Eastern Virginia, Maryland, Pennsylvania and North Carolina, but the large percentage migrated from the Valley of Virginia. They had originally lived in Pennsylvania and Eastern Virginia and had moved to the Valley shortly after its discovery by Governor Spottswood in 1716. After Colonel Patton, Dr. Walker, and the Campbells had laid the groundwork, whole families and sometime whole communities moved to the Holston country. They were, for the most part, of Scotch-Irish and German descent, with a sprinkling of French Huguenots and English. Most of them had some means and were an industrious, moral, intelligent people.¹

Smyth County had been a part of seven other counties before an act of the General Assembly made it into a separate county. Until 1738 it was part of Orange County; from 1738 until 1769, a part of Augusta; from 1769 to 1772, a part of Botetourt; a part of Fincastle from 1772 to 1776; a part of Washington and Montgomery from 1776 until 1789; and a part of Wythe from 1789 until it was made into a county in 1832.²

Before 1832 activities of a legal nature, for those residing within the bounds of the present Smyth County

1. Virginia Magazine of History and Biography, Vol. X, p. 224.

were carried on in Abingdon and Wytheville, counties, respectively Washington and Wythe Counties, respectively. The distance to court entailed undue hardship upon the citizens since it was almost fifty miles to both parts of both counties. As a result a petition was presented to the General Assembly in July, 1831, asking that a new county be formed from one-third of Washington and a small portion of Wythe Counties. The petition also asked that the new county be called Smyth in honor of the late General Alexander Smyth. All of the provisions of the petition were granted by the Assembly in creating Smyth County which was passed on February 1832.¹

The act provided that the Governor commission persons to act as justices of the peace for Smyth County. He ordered these justices to meet on the first Monday in April, 1832, at the home of John Thomas. They were to select a clerk, nominate persons for sheriff and coroner and fix a suitable place for holding the court until a building could be erected. The members of this first court were Charles Tate, Samuel Williams, Hatch D. Thompson Atkins, Joseph P. Bonham, James Taylor, John Davis, Joseph Atkins, William Porter, Robert Hoot

Abram B. Trigg, and Isaac Spratt.¹

CHAPTER II

EARLY EDUCATIONAL PROVISIONS

There is very little evidence concerning the educational provisions in Smyth County in the early period. The places where county records were kept in those days were so far apart that only a small amount of information was recorded and part of that has been destroyed by fire in the general course of events. The existing facts do not indicate that the program for education in the county was somewhat different from that in Eastern Virginia.

In speaking of Virginia, Stanard¹ says that the children of the planters had one or more of four ways in which they could receive a rudimentary education: "From under the parental roof, from a local school--free or private--to and from which he went each day, or in which he boarded, from a school abroad, or,--after 1693--from William and Mary College." The chances are that the first two ways were the only ones used in Smyth County during the early period.

1. Stanard, Mary N., Colonial Virginia, Its People and Customs, p 263

the early era. And only the wealthier families used these methods.

The early settlers of Southwest Virginia encountered so many difficulties in procuring homes for themselves and their children that education appears to have been of secondary importance. This lack of opportunity for learning is shown by the following account of the German immigrants of this region.

For reasons not fully understood at this day, these colonists failed to secure and bring with them into their new homes pious and capable pastors and teachers, and for twenty-five or more years religion and education were not only greatly neglected in these feeble and scattered communities (but were also often abused) by incapable and immoral, godless leaders.¹

Howe, in speaking of the life in Western Virginia about 1840, also indicates the lack of education. He² says,

Many cannot read or write, and many that can, know nothing of geography and other branches. The country is too thinly settled to carry out a system of common schools, although the state makes liberal appropriations for that purpose. The mountaineer who lives not within half a days travel of a schoolhouse, cannot afford, like the wealthy lowland planter, to hire a private instructor, and pay him a heavy salary.

And even as late as 1885, Major A. G. Pendleton,

1. Virginia Magazine of History and Biography, Vol. X
p. 224

2. Howe, op. cit. pp. 153-154

Superintendent of Smyth County schools at the time, wrote as follows regarding education in the County prior to 1870:

The history of public free education in the of Smyth, prior to the introduction of the present public free-school system is very brief and uninteresting. There are no public records, except the ignorance of the masses of the people who grew up in the days, to which we have access, and from which we gather sufficient information to enable us to set in the proper light the great lack of educational leges during this period of our country's history, which forced so many of our poorer people to raise their children in comparative ignorance.¹

It must not be understood from the above quotations that there was an utter lack of educational facilities in the County during the early period. Most of the more prosperous families employed tutors for their children and very often two or more families would unite in building a school house and employing a teacher. And some of the earlier preachers taught community schools.

The first teacher to conduct a school within the bounds of Smyth County was an Irishman named Turner Lane who conducted a school at Royal Oak prior to 1786.² Nothing else is known about this school but it is thought that the Campbell family brought Lane to Royal Oak to tutor the children of several Campbell families and those of

1. Virginia School Re-

their relatives.

Colonel Arthur Campbell had a good school in his home as early as 1786 or 1787.¹

The Preston home at Saltville, under at least two generations had excellent tutors. The indentured German servant, Aaron Palferras, taught music to the Preston children about 1800 or before. A man by name of Burns was a tutor here for a long time.² According to tradition one of the Prestons employed a white man from the North to come to Saltville and teach the negroes. The man became so unpopular for degrading himself by teaching negroes that he either left town or was driven out.

Among the preachers who taught school in the County before or shortly after 1800 were the Reverend Thomas Woolsey, Reverend Joseph Pendleton, and Reverend William Bishop. Woolsey's school was on the South Fork of the Holston River, Pendleton's was four miles East of Seven Mile Ford, and Bishop's was in a church building at Saltville.³

Wilson says that the first free school in the County was established by Henry Copenhaver, veteran of the War

1. Wilson, op. cit., p. 151.

2. Ibid. pp. 152-153

3. Ibid. pp. 153-154

of 1812.

He had eleven sons and two daughters and to educate them built a log schoolhouse near the present Greenwood church, and employed a teacher. He then rode around the community and told all parents to send their children to school. Those who could afford it might help pay the teacher, but all were free to send whether they paid or not.¹

The will of Archibald Buchanan, one of the first settlers of Smyth County, gives a good example of a practice common to this section for many years. The father would give one of his sons an education instead of any share in his lands. An extract from this will follows:

Item 7: I will and devise that my wife and 2 sons Alexander and James Buchanan shall jointly, as soon as it can be made convenient after my decease to give to my son Walter Buchanan one years schooling as a compensation in place of any share in my lands.²

The above item shows that an education was valued highly because Archibald Buchanan was a large landowner and had only three sons to divide his land between.

Thomas McCready inserted the following item in his will:

Item 15: I further will and devise that all my children that are under age shall receive a common English Education and that my estate shall pay the teacher, the children to remain with their mother

1. Ibid. p. 157

and work for their support.¹

This same Thomas McCready was guardian to William Hutton and William Leonard. He sent his wards to school at the Roberts home as shown by the following entries in his account book:²

Thomas McCready Dr. William Hutton		
1840	To three months schooling by Richard Roberts,	\$2 00
	To boarding three months by " "	9 75
	To Schooling three months by James Roberts	2 00
	To boarding three months by " "	9 75

Thomas McCready Dr William Leonard		
1850	To Richard Roberts 3 months school	\$18 80
	To Thomas Roberts 3 months school	18 80

The "Old Field School" was another means of education common to Smyth County during the eighteenth century. Maddox³ describes these schools and explains the term "Old Field" as follows:

The term "Old Field" has reference to the practice of allowing long-cultivated fields to lie idle for a period to "sweeten". This obviated the necessity of fertilizer in a country where land was cheap. Rude schoolhouses often appeared on the cleared but unused land and took their name from their location. Of course, there was no one type of schoolhouse and equipment. The average school was not unlike those of rural districts of other states. It was innocent of the simplest laws of sanitation, but, perhaps no worse in this respect than many in the twentieth century. Beyond rude benches facing the walls and a high desk for the teacher there were no unnecessary furnishings. A teacher usually came into the community under the patronage of some influential citizen who often donated the use of a spare room in his house, an unused "office" or other outhouse on his property, for school purposes.³

Two excellent examples of this type of school in Smyth County were Fredonia Academy and White Oak Branch School. Fredonia was a one room log hut located about a mile East of Chilhowie. Squire Edwards was teacher here in 1880.¹ An interesting account of White Oak Branch School is contained in a description written by the late Judge George W. Richardson.

I first attended school at White Oak Branch, taught by either or both Esquire Jas. R. Hubble or his sister Miss Mary, who afterwards became Mrs. Jerome Whitehead. The school room was about eighteen by twenty feet, into which forty or fifty children of all sizes were packed, and had to sit on benches, without backs, with a slanting board fastened to the wall where we learned writing as our turns came. The door was at one end and a large fireplace at the other, and as those near the fireplace would become too warm, they would move back and allow others to take their places, and this process of firing and falling back was continuous during the school hours in cold weather. We learned our "A B C's" and the sounds of the different letters, and the method of combining these so as to make words, from McGuffeys Old Blue Back Speller, and then to read, from McGuffeys Reader, and got our first knowledge of figures and Mathematics from Pike's Arithmetic. We studied out loud and sang geography, all methods now regarded as crude, and yet I cannot but believe that as rapid progress was made in those days as now, when children are taught to read by sight, without knowing a letter in the book.²

1. Information furnished by Mrs. T. V. ...
Interview, ...

SUMMARY

The provisions for education in Smyth County during the early days was very meagre. The country was thinly settled and the people were so busily occupied in attempting to obtain a livelihood that education was relegated to a matter of secondary importance. The wealthier class employed tutors for their children but good teachers were hard to obtain in this mountain country. The preachers made some attempt to educate the children of their parishes but these schools were few and far between. The "Old Field Schools" were never very numerous in Smyth County and provided for but a small percentage of the School population.

CHAPTER III

PRIVATE SCHOOLS AND ACADEMIES 1850-

The academy movement and the rise of the Nationalistic Spirit, which culminated in the War of Independence, developed hand in hand. Many earlier schools of this type owed their origin to the church and were taught by the preachers. Others developed from tutorial instruction in private homes and from the "Old Field Schools".

The importance of this kind of school in the educational history of America is due to its influence upon the cultural life of the country, and to the fact that it formed a link between the Latin Grammar School of the Colonial Period and the Public High School of the nineteenth and twentieth centuries.

Academies were numerous before 1800 but their greatest period of growth was the first half of the nineteenth century.

They were usually privately controlled and managed by an incorporated board of trustees, and while serving primarily the wealthier class, were democratic in character and supplied the cultural needs of the entire

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community. Many academies had wide patronage and as a rule provided creditable educational facilities. They were largely supported by tuition but very often received financial aid from the Literary Fund.

The first private secondary schools in Smyth County, other than the tutorial schools held in the homes of parents having children to educate, were organized in Marion about 1850. Two were for girls and one for boys. All the information available concerning these schools is contained in the following report of the county superintendent of schools for the year when they were started.

As evidence of the great improvement in the county in regard to education, the superintendent takes pleasure in stating that there are in Marion three large and flourishing schools. One of them, a male school, is attended by about thirty young men and boys, in which the dead languages are taught, and in this school young men are well qualified to enter the university. The other two are female schools, attended by seventy young ladies and girls. Both have teachers well qualified, and attending one of them there are a number of young ladies from several adjoining counties. In this school music on the piano and guitar are taught, as well as drawing, painting, ornamental needlework, &c., the French language, and in short all the branches necessary for the well-educated female.¹

From this time until the advent of the public high schools there were several flourishing private schools, and many of the "fly by night" type in Smyth County.

1. Documents House of Delegates, 1850-51, Doc. # 4 p. 72

It will be the purpose of the following pages to present as complete a description as possible of these schools.

MARION FEMALE SCHOOL (1858-c1863)

This girls school was organized in March, 1858 and was located on the site of the present Marion College. The following advertisement appeared in the Richmond Inquirer¹ and gives much information concerning the school.

Misses Gordon
(Formerly of Lynchburg Seminary)

Will commence a school for the instruction of young ladies, in the town of Marion on the 1st Monday in March 1858.

For fifteen years they have been the Principals in the above named institution. They now desire to establish a school of the first order in Marion, the county seat of Smyth, immediately on the Virginia and Tennessee railroad, 160 miles from Lynchburg, and about 1 hours ride from Emory and Henry College, situated the mountains of South Western Virginia, and is as beautiful and healthy a locality as could be selected. The buildings secured are new and of modern style—sufficiently commodious and conveniently arranged for such a purpose. The grounds are tastefully laid off and consist of about three acres, affording ample space for healthy exercise and recreation.

The principals flatter themselves that, owing to their long experience in teaching they will offer great inducements to parents or guardians having daughters or wards to educate as any school in this section of the country. The strictest care will be observed

as to the comfort and health of those placed in their family as boarders.

Terms per session of 5 months (payable in advance)

Board including fuel, lights, &c.	\$60 00
Tuition in English	15 00
Tuition in " Children under ten years old.	10 00
" " Languages, each	10 00
Tuition in Music	20 00
Use of Instrument	5 00

Each young lady is expected to come provided with towels, overshoes and umbrellas.
Misses Gordon, Marion.

This school was advertised in the Wytheville Times¹ as opening its next session on the second Monday in September, 1858.

No other definite information can be obtained regarding this school but some of the older citizens of Marion think that the school was in operation for at least one year after the outbreak of the War between the States. The school was closed before the Fall of 1865 for the Misses Gordon were again advertising their school in Lynchburg at that time.²

LIBERTY ACADEMY (1865-c1903)

This school was advertised as Liberty High School during its earlier years but it was generally known as

1. Wytheville Times, Aug. 21, 1858, p. 2.

2. Lynchburg Daily Republican, Aug. 29, 1865, p. 3.

Liberty Academy. It was the first private secondary school of a co-educational nature in the County about which there is any authentic information.

According to tradition, a classical school known as Liberty Academy was in operation near Chilhowie as early as 1850 but there is no definite knowledge to show that this was a school of secondary grade at this early date. The Liberty Academy which operated for the greater part of the last half of the nineteenth century started in 1865 as attested by the following:

LIBERTY HIGH SCHOOL
Smyth County, Va.

Located ten miles west of Marion, on the A. M. & O. R. R., in the seclusion of beautiful woods, near the Chilhowie Sulphur Springs and in a region remarkable for good morals, and healthfulness, will commence its eighth session of successful operation on the 9th of September, 1872 and will continue nine months (36 weeks) without interruption.¹

The school was started by D. C. Miller, a confederate refugee from the Yankee stronghold of Hawkins County, Tennessee.²

The original building was a one room brick structure with a fireplace in each end of the room. It was furnished with hand-made desks, the writing surfaces of which were inclined planes that would raise to allow books to be put inside. The seats were dressed slabs with heavy prongs driven into them for legs. About 1880 there was

such a demand from the patrons for "cultural" training that a music room was added to one side of the building. This original structure stood about one-half mile north of the present M. B. Cole property. Between 1885 and 1890 a new one room brick building was constructed with sliding doors in the middle so that it could be made into two rooms. It was located just west of where Mrs. Rutland now lives on the old Macadam road.¹

The school was divided into three departments-- Academic, Intermediate, and Primary.

The Primary and Intermediate embrace what is known as the "Free School Course". The Academic Department presents to its pupils the option of two courses of study. First--the English Course, which embraces the English studies usually taught in Colleges. This course can be completed in three years, by close application.

Second--the Language Course, which embraces the English Course with the addition of Latin, French, German, with Greek optional, instead of French and German. This course extends through four years.²

A full course in music was added in the early 1880's with Miss Katie Preston as the first teacher. Miss Lucy Taylor taught music here in 1883-84.³

1. Information furnished by Mr. Bascom Leonard, a teacher in the school in 1883. Interview, May 25, 1940.

2. Catalogue Liberty Academy, 1884-85, p. 6.

3. Ibid. p. 4.

By 1892 a normal course for "the preparation teachers for the public schools of this county,"¹ a business course had been added. The object of the school for this year being, "Thorough preparation for college, or the opportunity to accure a practical business education on the most reasonable terms."²

The Marvinian Literary Society was organized during the early years of the school, "it encourages young men by offering a fine opportunity for improvement in Forensic Discussion, Declamation, Reading and Composition."³

During the early years of this school it was supported entirely by tuition which ranged from \$1.00 to \$3.00 per month.⁴ In later years funds were received from the state for the operation of a free elementary school for five months. High school students were still charged tuition for the full nine months and elementary pupils who continued after the five months were charged from \$1. to \$2.50 per month.⁵ The music course was charged

1. The Southwestern News, Sept. 16, 1892, p. 1.

2. Loc. cit.

3. Catalogue Liberty Academy, op. cit. p. 13.

4. The Patroit and Herald, Sept. 26, 1892, p. 1.

for at the rate of \$20. per session.¹

After the 1902 session the school was gradually made into a public high school.

List of Principals

D. C. Miller	1864-1872
Miss Mary Sanders	?
William Sanders	?
Allison Hutton	?
R. H. Brown	1879-1880
G. A. Cole	1880-1885
F. A. Kelly	1885-1890
Bascom Leonard	1890-1891
Charlotte and Mamie St. John	1891-1892
F. A. Kelly	1892-1902

1. Catalogue Liberty Academy, op. cit., p. 12.

MARION FEMALE INSTITUTE (C1865-C1870)

The only definite information regarding this school is found in an advertisement carried by the Southern Star¹ which is quoted below.

MARION FEMALE INSTITUTE
B. Gildersleeve, Jr. Principal
----- Asst. Principal
Mrs. E. S. Watson Matron

The Fall Session of this Institution will begin on the 1st of September, 1868, and close on the 1st of June following.

There will be two terms of twenty weeks each, with a brief intermission for the winter holidays.

Early application is recommended to parents who may desire to have their daughters accommodated with board in the family of the principal, as the number of Family Pupils is limited.

Day pupils may enter at any time during the session, and will be charged from time of entry to close of session. No reduction will be made for the absence or withdrawal of a pupil except in case of protracted illness,

Terms for session of forty weeks.	
Board, use of room, fuel, lights, and washing....	\$150
Tuition in Primary Department.....	25
" " Intermediate Department.....	35
" " Collegiate Department.....	50
Incidental Fee.....	

Payment for board, one-half in advance.
Payment for tuition, on rendering bill.

Elective Studies
French, German, Spanish, and Italian; Music, Drawing, Painting, Embroidery, &c.

The bills for tuition in Elective Studies are regulated by the teacher employed.

Assistant teachers, of the highest qualification for their work will be employed in the school as necessity may require.

It is thought that this school took the place of Marion Female School operated by the Misses Gordon and mentioned elsewhere in this volume. It may have been held in the same building which was located on the present site of Marion College.

MISS S. E. VANMETERS FEMALE SCHOOL (c1865-c1870)

This school carried the following advertisement in the Southern Star. This announcement together with a news item in the same paper contains the only authentic information about the school. Both articles are quoted below.¹

Miss S. E. VanMeter's
Female School

Will commence its next session on Tuesday, the first day of September. Her proficiency as a teacher, and her long experience, are well known to this community.

Boarding for young ladies can be obtained upon reasonable terms.

For tuition fees, &c., apply to or address
S. E. VanMeter, Marion, Va.

Young Ladies School. We omitted to notice last week the advertisement of Miss S. E. VanMeter's School which was advertised to commence its next session Tuesday, the 1st of September. Her reputation as a teacher and disciplinarian is too well known in this community to require comment from us and as she has been for many years, and no doubt will continue for some time, a permanent teacher here, we hope to see her receive that

1. The Southern Star, Aug. 28, 1868, p. 3

encouragement due her ability and perseverance.

The school was probably held in Miss VanMeter's home which was located on Main Street in Marion. It was discontinued before 1871 because Miss VanMeter was teaching in Marion Male and Female High School at that time.¹

SELECT SCHOOL FOR YOUNG LADIES (1868-c69)

The following advertisement is the only thing known about the school.¹

For Young Ladies

Instruction in the Latin Language with the	
Higher branches of English study,	\$10.00
For Modern branches	7.50
For Primary branches	5.00
With a contingent fee of one dollar per	
session, for each scholar.	
Payable in Currency	
Proportional at the end of each month.	
Having procured competent assistants she trusts	
to merit the patronage of the public.	
M. E. Campbell	

MARION MALE ACADEMY (1868-c1870)

This school opened its first session on August 3, 1868 with A. P. Johnston as principal.² It is

1. The Marion Herald, August 24, 1871. p. 3

thought that classes were held in the frame building, now used as a residence, located diagonally across the street from the present Marion Elementary School.

The subject matter was limited as shown by the following rates of tuition.

For Orthography, Reading, Writing, and Mental	
Arithmetic, per month,	\$2 00
Arithmetic, Geography, Grammar, &c.,	
per month,	2 50 ¹

The school was probably discontinued after one or two years because no further mention is made of it in the papers published in Marion for this period and Holston Male Academy was started in Marion in 1870.

HOLSTON MALE ACADEMY (1870-1871)

Holston Academy was in operation for two terms during the year of 1870-71.² The first term consisted of five months and began on Nov. 1, 1870. The second term continued for twelve weeks and began April 10, 1871. It was owned and operated by M. P. Venable who was the proprietor of a weekly newspaper published in Marion at the time.³

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1. The Southern Star, Aug. 14, 1868, p. 3. Aug. 28, 1868 p. 3.
 2. The Marion Herald, Jan. 19, 1871, p. 1.
 3. The Marion Democrat, March 30, 1871, p.2.

This was a tuition school and was divided into three departments. Tuition for the first term was \$7.50 in the primary department; \$10.00 in the intermediate; and \$15.00 for the academic course. Charges for the second term were slightly lower.

Classes were held in the Masonic Hall. Pupils from a distance could obtain room and board in private families in the town. It is not known just how many pupils attended this school.¹

MARION MALE AND FEMALE HIGH SCHOOL (1871-1873)

This school was opened on September 4, 1871 with the Reverend J. J. Scherer as principal. The female department occupied the first two floors of the old Masonic building on Main Street, and the male classes were held in the old school building diagonally across the street from the present graded school.²

The school was divided into primary, intermediate and advanced departments. The primary department included spelling, reading, writing, primary arithmetic, grammar and geography; the intermediate included arithmetic, grammar, geography proper, history, &c.; and the

1. Ibid. p. 2

2. The Marion Herald

advanced department included algebra, anatomy, rhetoric, philosophy, &c. Latin, Greek, French, higher mathematics, and music were optional studies.¹

The support of this school was derived partly from public funds under the law of 1870 and partly from tuition. The monthly tuition rates were seventy-five cents in the primary department; \$1.50 in the intermediate; and \$2.50 in the advanced classes. Latin, Greek and higher mathematics were charged for extra at the rate of \$2.00 per month; French cost \$3.00 per month; and music \$4.00 per month. Really indigent pupils were taught free upon application to the principal.²

There were six teachers for the first term. Rev. Scherer and an assistant taught the male department; Miss S. E. Varmeter had charge of the female department; Miss Mattie E. Sheffey taught French; and Miss Laura F. Miles was the music teacher.

The school was closed after two years when Rev. Scherer became the first president of Marion Female College.³

1. The Marion Herald, Aug. 24, 1871, p. 3

2. Loc. cit.

3. Interview with Miss May Scherer, May 20, 1940.

CHATHAM HILL HIGH SCHOOL (c1872-c1883)

Chatham Hill High School was organized sometime prior to 1875. Thomas D. Walthall was principal during this year and was assisted by at least one teacher.

The school was divided into three departments--primary, embracing orthography, penmanship, primary geography, and primary arithmetic; intermediate, embracing English grammar, practical arithmetic, geography, history and English composition; and a collegiate course embracing "all the branches usually taught in the best schools".¹

The tuition charges for a session of forty weeks were \$10.00 in the primary department; \$16.00 in the intermediate; and \$25.00 in the collegiate department. The charges for piano and guitar were \$20.00 for a half session of twenty weeks. Supplies would be taken in part payment.²

Other principals of the school included B. F. Buchanan, Uncas McClure and Rev. J. H. Alexander. While Mr. Buchanan and Mr. McClure were principal here in 1878-79 and 1879-80 respectively, five months of the school was taught in the White Oak Branch schoolhouse and five

1. The Patriot and

months at Chatham Hill.¹

While Mr. Alexander was principal in 1882 the school had an enrollment of 65 pupils.² It is not known how many of these were in the academic department.

MARION COLLEGE (1873-)

The Southwest Virginia Synod of the Lutheran Church had been quite interested in female education for many years before the establishment of Marion Female College.¹ Largely through the efforts of Dr. Bittle, first president of Roanoke College, and Rev. James A. Brown, D. D., of Wythe County, a female college had been established at Wytheville before the War between the States. This school was under the guidance of the Southwest Virginia Synod and for a number of years did excellent work. It became financially involved just before the War and its friends urged Rev. J. J. Scherer, who was later to become the first president of Marion College, who at the time was conducting a school at Columbus, Texas, to return to Virginia and attempt to save it. Before he could get to Virginia,

1. The Marion Collegian-Souvenir Edition, Vol. 3, June 1898, p. 5

however, it was sold for its indebtedness.¹

The friends of female education in the Synod began clamoring almost immediately for the establishment of another college for girls. As a result a Synodical committee was set up to consider the question of female education.² This committee brought the following information before the Synod in 1871:

that the Rev. J. J. Scherer, a member of the Synod living and conducting a school at Columbus, Texas, had returned to Virginia and would have charge of the "Marion Male and Female High School". The Committee expressed it as their judgment that Prof. Scherer would endeavor to build such a school as the Synod desired, if proper encouragement is given, and that the town and community of Marion will heartily cooperate.³

At the request of the Eastern Conference of Southwest Virginia, Dr. Scherer took charge of the effort to establish a female college in Southwest Virginia.⁴ Several communities began bidding for this college, the principal ones being Marion and Rural Retreat. The following editorial appeared in a Marion paper in the

1. Cassell, C. W.; Henkel, E. C.; Pinck, W. J.: History of the Lutheran Church in Virginia and East Tennessee, p. 294.

2. The Marion Collegian, Op. cit., p 5.

3. Cassell, Henkel, and Pinck, op. cit., p. 294.

summer of 1873:

The College Question Again.

We have heretofore called the attention of our citizens to the importance of taking action to secure the location at this place of the Female College proposed to be established by the Lutheran Synod of Southwest Virginia. The committee to whom the subject was committed have had a meeting, and have agreed that they will secure, in the church, as much money as may be raised by the citizens of Marion, for that purpose. We are authorized to say that in a few days, an opportunity will be offered the citizens of Marion to subscribe to this noble enterprise; and we hope they will sustain it with a liberality commensurate with its importance. As Maj. Smith has generously proposed to donate the site, it only remains for us to do our duty, to secure the location of the institution here.

We need not seriously discuss the great advantages which the establishment of this institution will secure us financially and morally. Every intelligent man appreciates the value of educational facilities, and we therefore commit the subject to the consideration of our citizens without further remark.¹

At the 1873 meeting of the Synod offers from Marion and Rural Retreat were submitted--the former location being accepted by an almost unanimous action. The first session of the school started in September, 1873 under the presidency of Doctor J. J. Scherer. It was held in the Major Smith residence which was rented for the year.²

During the first year of the school, the trustees, purchased the handsome property in which the Misses Gordon formerly conducted a Boarding School for young ladies, situated at the west end of the town on a beautiful eminence, removed from any of the public streets; from which

1. The Marion Daily Herald, June 12, 1873, p 2

MARION
COLLEGE
1883-1903



VIEW OF MARION



MARION COLLEGE
TODAY



MARION

there is a splendid view of the town and surrounding country, while the Middle Fork of the Holston River passes just along its base.¹

Marion Female College was incorporated by an act of the General Assembly of Virginia on January 23, 1874, about four months after the institution had opened its doors to students.² This act, which is quoted below explains the origin of the school and defines the powers of the board of trustees. The school is still operating under this original charter.

An act to incorporate Marion Female College
Approved January 23rd, 1874

1. Be it enacted by the General Assembly, that James H. Gilmore, James Copenhaver, C. H. Stephens, N. L. Look, G. D. H. Killinger, Stephen Groseclose, John Copenhaver, C. K. Colley, William McCauley, James W. Sheffey, John A. Kelly, Valentine Vanhuss, Peter Schaeffer, J. J. Scherer, John S. Copenhaver, Benjamin Phlegar, J. A. Brown, J. B. Griener, Joseph Groseclose, M. Jackson, Jacob Cassell, John S. Groseclose, J. H. Francis, F. McMullen and Nelson Fudge, and their successors be and are hereby constituted a body politic and corporate, under the name and style of the trustees of Marion Female College, and by that name shall have perpetual succession and a common seal, and may sue and be sued, plea and be impleaded in any court of law or equity, and shall be capable in law to receive, hold and dispose of real

1. Catalogue Marion Female College, 1873-74, p. 6.

2. Acts of Assembly, 1874, p. 10.

and personal property, to amount not exceeding one hundred thousand dollars to carry out the purposes of their incorporation.

2. The Board of trustees shall consist of twenty-five members, a majority of whom and the president of the college faculty shall be members of the Evangelical Lutheran Church, and shall have power to appoint a faculty for said college, consisting of a president and professors, and to fix their salaries, which faculty may, with the advice and consent of the trustees, establish and regulate the course and mode of education and instruction to be pursued in said college, and to adopt and enforce such rules and regulations, not inconsistent with the laws of this state, for the good government of the institution. The trustees shall have power also to elect annually a president of their body, a secretary and a treasurer, and such other officers as may be deemed proper.

The trustees shall also have power to change the present name of the college, or adopt a new name should it be advisable.

3. Seven of the trustees shall constitute a quorum for the transaction of business except for the election, or removal of the president or professors, when a majority must be present, and any vacancy or vacancies in the Board of Trustees, occasioned by death, resignation or otherwise, shall be filled or supplied by appointment of the board.

4. The duties of the president and secretary shall be such as belong to their respective offices. In case of the absence of one or both, their place or places, shall be filled pro-tempore. The treasurer shall receive all monies accruing to the college and property delivered to his care, and shall pay or deliver the same to the order of the Board. Before entering upon his duties he shall give bond, and with such penalty as the Board shall direct and approve, payable to the Board of said college, conditioned for the faithful performance of his duties; and of accounting for and paying over all monies and property which shall come to his hands; and it shall be lawful for the said trustees to obtain judgment or judgments for the same amount thereof; or for any special delinquency incurred by said treasurer, on motion in any court of record in this state against the treasurer and his securities, his or their executors or administrators, upon giving ten days previous notice of such motion.

5. The said trustees shall have power to take or their agents to take

by warrant before justice, or motion in any court of record in this state having jurisdiction, according to the amount claimed, upon giving ten days notice of such motion.

6. The president of the college, or in the case of his death, resignation, removal, suspension, or refusal to act, the other members of the faculty or the majority of them, shall have power to call a meeting of the trustees when he or they deem it expedient.

7. The Board of trustees in connection with the president and professors of the college shall have power to confer such diplomas, certificates of scholarship and literary titles as they may think best calculated to promote the cause of education. The board of trustees may adopt any plan for the endowment of the said college, not inconsistent with any law or laws of the United States, or of this state, or of this act.

8. The Board may also adopt such by-laws rules, and regulations for their government as may be deemed expedient, provided they are not contrary to any provision or provisions of this act.

9. If at any time the said college should be abandoned, or cease to be used as a college, under the auspices of the Lutheran Church, or said college should be removed from Marion or its vicinity, to any other point, then said college property, shall be sold at public auction, after reasonable notice by the trustees, and subscriptions made thereto by citizens of Smyth County, shall be repaid to them out of the proceeds of sale pro rata according to the amount of their subscriptions.

10. This shall be in force from its passage.¹

The school registered thirty-seven students during its first year of operation, thirty-two of whom were from Smyth County, three were from Wythe County, and one from each of Washington and Amelia Counties.² Ten teachers and a governess were provided to look after the educational needs of these students.

Primary, Academic, and Collegiate departments. The Collegiate department embraced a period of three years. Optional courses were provided in modern languages, music, drawing, painting, wax work, etc. There was also a normal department to provide for those who wished to enter the teaching profession.¹

The total expenses in the Literary department, including board, room tuition, and incidental fees ranged from seventy dollars to eighty dollars for a term of twenty weeks. Extra charges were made for the optional courses.²

The first catalogue of the college, published after the first session, gives such a clear picture of the college and its life during its first year that it is hereby reproduced in its entirety.

Circular and Catalogue

MARION FEMALE COLLEGE

Incorporated January 1874

Session 1873-74

Address

Marion, Smyth Co., Va.

That our daughters may be as corner stones
polished after the similitude of a palace..

Psalm CXIV, 12

Board of Trustees

J. W. Sheffey, Esq. President
Dr. H. C. Stephens, Secretary
M. Jackson, Treasurer
Jas. H. Gilmore, Esq.
James Copenhaver
N. L. Look
G. D. Killinger
Stephen Groseclose
John Copenhaver
C. K. Coley
Wm. McCauley, Esq.
Valentine Vanhuss
Peter Schaeffer
Rev. J. J. Scherer
John S. Copenhaver
Benj. Phlegar
Rev. J. A. Brown
Rev. J. B. Griener
Joseph Groseclose
Jacob Cassell
John S. Groseclose
James H. Francis
Nelson Fudge
Ex. Gov. F. McMullin
Judge J. A. Kelly

FACULTY OF INSTRUCTION

Rev. J. J. Scherer, A. M., President,
Mental, Moral and Natural Sciences

Rev. J. B. Griener, A. M.,
Latin and Higher Mathematics

Mrs. C. A. Miller,
English Branches and Rhetoric

Miss Sallie E. Vanmeter,
History and Principal of Primary Department

H. C. Stevens, M. D.,
Anatomy, Physiology and Hygiene

Mrs. S. B. Look
French

Music

*

Miss Margaretta Lyons,
Painting and Drawing.

Mrs. M. C. Griener
Wax Work

Mrs. E. Kate Scherer
Principal of Social and Domestic Department

Miss Mollie Lookup
Governess

A committee is charged with the duty of procuring
an efficient teacher in this department, and the patrons
may rest assured that it will be ably filled.

Register of Students

1873-74

Abbreviations

L., Latin
 F., French
 G., Greek
 N. S., Natural Science

Mu., Music
 H.M., Higher Math.
 E., English Dept.
 Prim. Eng., Primary
 English

Names

Residence

Jennie Aker
 Annie Bonham
 Columbia V. S. Boyden
 Kate Brown
 Kate Cassell
 Pocahontas Cassell
 Lena Cassell
 Lizzie Coley
 Kate E. Copenhaver
 Sallie Copenhaver
 Josie Deaton
 Florence Dodd
 Lucy B. Francis
 Jannie E. Fudge
 Victoria Fudge
 Estelle Gillmore
 Lutie D. Gillmore
 Clara V. Kelly
 Ann Eliza Lincoln
 Sue Maury
 A. Jennie Ricketts
 Maggie Rosenbaum
 Ella E. Rowlett

Atkins Tank, Va.
 Smyth County, Va.
 Saltville, Va.
 Wythe County, Va.
 Smyth County, Va.
 Smyth County, Va.
 Smyth County, Va.
 Rural Retreat, Va.
 Smyth County, Va.
 Smyth County, Va.
 Marion
 Glade Spring
 Marion
 Marion
 Marion
 Marion
 Marion
 Marion
 Marion
 Marion
 Marion
 Smyth County, Va.
 Amelia County, Va.

E., M.
 E., M.
 E., HM., L., F., M., Mu.
 E., M.
 E., HM., L.
 Prim. Eng.
 Prim. Eng.
 E., HM., N.S.
 E., HM., N.S.
 E., HM., N.S.
 E., M.
 E., M.
 E., M.
 E., HM., L., N.S.
 E., M.
 E., HM., L., F., N.S.
 E., HM., L., F., N.S.
 E., HM., L., N.S.
 E., HM., L., N.S.
 E., M.
 Prim. Eng.
 E., HM., L., N.S.
 E., HM., L., G., N.S.

Mattie E. Scott	Marion	E.,HM.,N.S.
Mary J. Scott	Marion	E.,HM.,N.S.,Mu.
Laura Lu Scherer	Marion	Prim. Eng.
Okens M. Sprinkle	Marion	E.,HM.,L.,F.,N.S.,
Emma Sprinkle	Marion	E.,M.
Barbara B. Sprinkle	Marion	E.,M.
Lizzie M. Snavely	Smyth County, Va.	E.,H.M.
Nannie S. Stevens	Smyth County, Va.	E.,M.,Mu.
Maggie Stevenson	Marion	E.,M.
Grace Wilson	Marion	E.,L.,M.
Emma Wolfe	Max Meadows, Va.	E.,M.
Sallie Wolfe	Marion	E.,M.

The Board of Trustees in issuing this, their first annual catalogue, take pleasure in making the following statements:

LOCATION

The Evangelical Lutheran Synod of Southwestern Virginia, at its last session, located this institution at Marion, the county seat of Smyth County, Southwest of Lynchburg, Va. and 44 miles Northeast of Bristol, Tenn., from which points it is accessible to two passenger trains daily.

The following considerations show the wisdom of the Synod in selecting Marion as a suitable place for a seminary for the education of young ladies:

It is only 14 miles distant from Mt. Airy, the highest point on the A., M. and O. Railroad, and according to measurement is 2500 feet above sea level. Its altitude, together with its proximity to towering mountains on either side, gives it an atmosphere of unsurpassed salubrity.

The citizens are largely composed of Christian families, remarkable for their sociability, but free from the frivolities and extravagances of fashionable life.

The town is protected from the evil influences resulting from the sale of spiritous liquors within its corporate limits.

There are four churches in the town, with Sabbath Schools in three, and preaching in one or more of them every Sabbath.

in which the Misses Gordon formerly conducted a boarding school for young ladies, situated at the West end of the town on a beautiful eminence, removed from any of the public streets; from which there is a splendid view of the town and surrounding country, while the Middle Fork of the Holston River passes just along its base.

The building stands near the centre of five acres of ground, thus leaving ample space for recreation in front, while in the rear is one of the best gardens in Southwestern Virginia.

GOVERNMENT AND GENERAL REGULATIONS

The government will be firm, and, as far as possible, parental; the aim being to secure obedience to the regulations and the performance of every duty from principle rather than from fear. The president and family will reside in the building, and with the pupils will constitute one family.

As absence from the college over Sabbath interferes with the plans for family and individual improvement, it should be seldom authorized. Boarding students will not be permitted to visit their homes or friends at a distance except upon written permission from their parent or guardian, which they are urgently requested not to grant frequently. Should a pupil become seriously ill, the parents or guardians will be immediately informed. Frequent calls from friends are not to be encouraged, as they are not approved by the faculty, and when made, should be at such hours as will not interfere with college duties, Vis., from 4½ to 5½ P.M. and on Saturday afternoon.

Gentlemen will not be permitted to visit the students, except upon written permission of their parents. Novels and promiscuous newspapers are not allowed to be received.

Each student is required, when health and weather permits, to take exercise daily in the open air, as a regular college duty. Each student must furnish for her own use towels, toilet brushes, combs, soap, and one pair of sheets, and should be furnished with over-shoes, an umbrella, and a water-proof cloak. Every article which passes through the laundry should be plainly marked with the owner's full name.

Letters and parcels to be received or sent by any of the students must be passed through the care of the Principal, and must be

so directed.

The Principal of the Social and Domestic Department is charged with the duty of assigning students their rooms and room-mates, changing them when necessary; of molding their personal habits, and often "Exercising a general material supervision over their moral interests." Parents are requested to make to her perfectly confidential communications relating to the health habits, etc. of their daughters, as may aid her in promoting their happiness.

TO PARENTS

As in education, the most satisfactory results can be obtained only by the intelligent cooperation of parents and teachers, we request our patrons to communicate to us information pertaining to their daughters' educational wants; and to support our plans for their mental and moral improvement. As one great means of securing this end, it is necessary that pupils be present on the first and every day of the term. With hearty approval we insert the following from the regulations of one of the most flourishing female colleges in the United States: "It is especially desired that the dress of the students shall be simple and inexpensive. Simplicity saves time and thought--and money, which to a scholar are precious for higher uses. Whatever may be the circumstances of a student, elegant attire is here out of place, and in bad taste. As exercise will mostly be taken in the college grounds, city walking dresses are not required, but rather such clothing as will not be injured by active sports and vigorous exertion.

The young ladies who board in the college, or with any of the teachers, will be watched over with constant and conscientious care, and in their walks will be accompanied by one of the teachers.

RELIGIOUS EXERCISE

Domestic worship will be conducted daily by one of the teachers, in which each pupil will be required to participate. Students are expected to attend public worship on Sabbath morning at such places as their parents may designate, otherwise they will attend religious services in connection with the Institution.

ing conducted in accordance with the usages of the Evangelical Lutheran Church. A portion of each Lord's day is set apart for the study of Sacred Scriptures with a copy of which each student must be provided. A social religious meeting will be held once a week for such as may choose to attend. In addition to these public services fifteen minutes of absolute privacy is secured to each student every day, which she is advised to devote to religious meditation and private devotion.

BOARDING DEPARTMENT

The Board of Trustees have established a boarding department in the College building, under the direction of Rev. and Mrs. Scherer, and Parents may rest assured that their daughters will be provided with comfortable rooms properly furnished and with suitable diets or they can be furnished with similar accommodations in the families of other teachers.

APPARATUS

Rev. E. H. McDonald has generously presented to this Institution the valuable Chemical and Philosophical Apparatus, &c., formerly belonging to the Wytheville Female College, which, in addition to Astronomical plates, &c., presented by other friends of the school gives increased facilities for teaching and illustrating the Natural Sciences.

COURSE OF INSTRUCTION

This embraces three departments: Primary, Academic and Collegiate, and students will be required to be familiar with the studies of the preceding department before entering the next higher.

The Primary Department

Will be under the immediate control of Miss S. E. Vanmeter, and will embrace in it Spelling, Reading, Writing, and Primary Arithmetic, Grammar and Geography.

The Academic Department

Includes Reading, Writing, English Grammar, Analysis, History, Arith-

Collegiate Department

Junior Year

University Arithmetic, Primary Algebra, Rhetoric, Natural Philosophy, Physical Geography, Latin Grammar, Reader and Exercises, Caesar, Anatomy, Hygiene and *Physiology.

Intermediate Year

University Algebra, Geometry, Mythology, Ancient Geography and History, Botany, Chemistry, Virgil and Cicero's Orations.

Senior Year

Logic, Astronomy, Mental and Moral Philosophy, Spherical and Plane Trigonometry, Criticism, Sallust, Horace, Cicero de Officiis, Natural Theology.

Greek will be taught as an optional study during the Collegiate years.

*For the benefit of those who desire more thorough course in Anatomy, Physiology, and Hygiene, than is usually given arrangements have been made by which it may be obtained at an additional charge of Five Dollars per session.

OPTIONAL COURSE

An optional course in the Modern Languages, Music, Drawing, painting, Wax Work, &c.; may be pursued to any desired extent under the instruction of competent Teachers.

Normal Department

For the benefit of such as desire to qualify themselves for teaching special instruction will be given on the Theory and Practice of teaching and every aid will be given in securing situations to those thus qualified after their graduation.

EXPENSES

Per Session of Twenty Weeks

Board in connection with the College, including Fuel, Lights, and washing not exceeding 1 doz. pieces per week.....	\$55 00
Tuition in Primary Department.....	10 00
Tuition in Academic Department.....	15 00
Tuition in Collegiate Department.....	20 00
Incidental fee.....	5 00
Total in Literary Department.....	\$70 00 to 80 00

No deduction made from the above for absence at the beginning or close of the session unless caused by sickness protracted more than one week.

Charges for Optional Studies

Modern Languages and Greek, each, per Session.....	\$25 00
Music on Piano with use of Instrument.....	25 00
Drawing.....	10 00
Painting in Water Colors.....	15 00
Painting in Oil Colors.....	20 00
Wax Work.....	5 00

All charges must be paid, one-half in advance, and the remainder at the middle of the session, unless by special arrangement. A deduction of twenty-five per cent, from above charges for tuition, in favor of daughters of clergymen.

Six per cent interest will be charged when payments are not made as above stated.

Reviews and Examinations

Frequent reviews and examinations will be held during the session and a public examination at its close.

Prospects and Advantages

the beginning of the present Collegiate year, thirty-seven students, nine of whom were boarders have been in attendance. Already we have assurance that the next session will open with seventy or seventy-five. The trustees have secured in money, and bonds, two-thirds of the amount to be paid for the valuable property purchased; and have in contemplation improvements that will add greatly to the capacity of the present building. They are gratified to announce a complete Faculty of known ability and long experience.

The buildings being furnished, the expenses are less than any other first class Female College in the South and the trustees design that the income simply meet the current expenses: thus affording men in moderate circumstances all opportunity to thoroughly educate their daughters; while all the arrangements are such as to discourage extravagance in dress and the useless expenditure of money. The trustees will aid the faculty in seeing that the students have whatever their health, mental, social and moral improvement demand.

The next collegiate year begins on the second Wednesday in September, 1874 and ends the second Wednesday in June, 1875.

Young ladies expecting to become students in this Institution are requested to inform some member of the Faculty as soon as possible.

the enrollment of the college in its second year
 double that of the first and in the tenth year 107
 students were on the rolls.¹

The charter of the college gave the Board of
 Trustees, in connection with the President and faculty,
 the power to confer diplomas, certificates, or titles
 as would be calculated to promote the cause of educa-
 tion. As a result the following regulations were adopted.

Diplomas, which are the highest honors conferred
 will be awarded only to those who have finished the
 prescribed curriculum, but the Certificates of Gradu-
 ation in English will be given to those who complete
 the studies embraced in that course.²

The first graduating class consisted of three stu-
 dents--Lutie D. Gilmore of Marion, Ella C. Rowlett of
 Jetersville, Virginia, both of whom received literary
 diplomas, and B. Minnie Sexton of Chatham Hill, who
 received the certificate of graduation in English. Five
 students received diplomas at the end of the tenth year.³

Practically no change was made in any phase of the
 college until the session of 1880-81. This year started

1. Ibid, 1873-74, p. 7. 1882-83, p. 9

2. Ibid, 1875-76, p. 13.

3. Ibid, 1877-78, p. 12. 1884-85, p. 5.

the trend toward making the college a standard four year college. The Academic department was limited to one year and the collegiate department was made into a four year course instead of three as formerly.¹

The following year the services of a financial agent was secured and a form of bequest was published in the catalogue asking for donations; the purpose being to raise money to finance a much needed building program. This request met with success and during the summer of 1882, work was started on a building to house a chapel, study room, society hall, and additional recitation rooms and dormitories.²

A revolutionary change was made in the method of classification of pupils and course of study during this same year. The course of study was rearranged into two parts; an undergraduate and a graduate department. The undergraduate department was divided into three classes and a student could advance through this department as fast as he could prove that he was ready for the next class. Provision was also made for lowering the pupil if he did not prove himself equal to the higher class. After completing the three classes of

1. Ibid, 1880-81, p. 12.

the undergraduate course, the pupil was given a certificate stating the fact and could enter the graduating course which was limited to one year. Upon the completion of this course he was given a diploma as a full graduate. The Board of Trustees announced the changes in the catalogue as follows:

The Board of Trustees in this, their tenth catalogue take pleasure in making the following statement:

In order to raise the standard of scholarship and rid the system of Collegiate Education of its machine-like methods, the plan of conducting the Institution has changed as indicated below.

To graduate and receive a diploma are not the necessary results of attending college, but the privilege:

The design of Education is two-fold: first, to train and qualify students for acquiring knowledge; second, to furnish information necessary for accomplishing the first part of its design.

Marion Female College proposes to educate girls on the principles mentioned above, recognizing them as fundamental.

Its Course of Study consists of two parts: an undergraduate and a graduate department, the former limited by no specified time but determined by the advancement of the pupils based upon test examinations, in connection with class grades.

When pupils have successfully passed through this course or any part of it, they may receive certificates stating that fact, but they must in the opinion of the Faculty, take sufficient number of studies, and if unable to sustain themselves, shall be lowered to another class, and for want of proper diligence in studying, or unbecoming deportment, they shall be reported to parents or guardians.

The studies of this department are arranged in three classes; a satisfactory proficiency in each lower one being the condition of advancement.

Studies of the First Class:-Spelling, Reading, Writing, Modern Geography, Primary English Grammar, Primary History, Analysis, Intellectual and Practical Arithmetic, School Arithmetic, Compositions, Latin Grammar, Physical Geography, United States History, Primary Arithmetic, Geography.

Rhetoric, Ancient Geography, General History, Advanced English Grammar.

Studies of the Third Class:-U. Algebra, Geometry, Cicero and Horace, Chemistry, Mythology, Anatomy, Structure of English, Natural History.

To those who desire to pursue the above or kindred studies in a more advanced and extended form and to obtain Diplomas in the same, a Graduating Course is opened upon the following conditions: No girl can be a candidate for this course who does not hold a certificate from the Undergraduate Department in those studies she proposes to continue. Applicants from other institutions will be required such test examinations as will entitle them to such certificates.

This course is limited to one year and consists of the following studies, to which such others may be added as experience may suggest:

Plane and special trigonometry, Plantus and Latin Prose Composition, Botany, Logic, Mental and Moral Philosophy, Natural Theology, Astronomy, English Literature, Evidences of Christianity.

Diplomas as a full graduate may be obtained upon completion of this course provided the department, class grade and examinations are satisfactory.¹

The demand for "cultural" training for girls caused an art department to be added and the music department enlarged and broadened during the 1884-85 term.²

It is not known just what prompted the action but in 1888-89 the trustees announced that in the future, the studies and corresponding grade of each pupil, would be published in the catalogue. (This practice continued for only two years.) It was announced this same year

1. Ibid. 1882-83, p. 10.

2. Ibid. 1885-86, p. 9

that a business department consisting of bookkeeping, shorthand, typewriting, and telegraphy, would be opened and enlarged as the demand was made. A post-graduate course also appeared at this time.¹

The institution had been on a rather precarious financial footing since its beginning. For a number of years the trustees had a form of bequest printed on the back of their catalogues and had invited correspondence regarding donations and legacies. A determined effort was made about 1887 to free the college of its debt and in 1889 the president of the Board of Trustees gave the following report:

Gentlemen:

We are now convened in our Sixteenth annual meeting as a board. Many of you have been members from the beginning of the College. You are familiar with the many difficulties incident to the building up of an Institution without funds. You have had to live by faith largely; but you have not been disappointed. The blessings of God has rested on the College, and through the efforts of the President, the debt, which has hung like a incubus, has been substantially provided for, and some funds, it is believed will be available for improvements of the premises.

About fourteen hundred pupils have been taught here--very many of whom are teaching. Of the Alumnae, over fifty are connected with societies engaged in Home Mission work, and every graduate is a member of some branch of the Church. A large portion of pupils boarding in the college made profession of religion while connected with the Institution, which shows that the intellectual faculties have not been developed at the expense of the ethical; but that a wholesome

religious atmosphere has pervaded the community.**---

With the noble record of the past, the present favorable financial outlook and the encouraging prospect of the future, we have every assurance of a successful and brilliant career.¹

The enrollment for the year 1891-92 was 73, a decrease of 35 pupils over the preceding term. There must have been some thought of discontinuing the school, because the following announcement was made to explain this decrease:

The fact that no arrangement for the continuance of the school was made until the vacation was well advanced will explain the decrease in the number of students.²

The Palladin Literary Society was established in the school during the year of 1892-93: "The Society meets weekly to engage in such exercises as contribute to proficiency in composition, elocution, etc."³

In the year of 1895-96 the college abandoned the graduate-undergraduate method of classifying students and divided the college work into four years. Academic, Special Course Preparatory, and Special Preparatory departments were provided in addition. They announced

1. Ibid. 1888-89 p. 18.

2. Ibid. 1891-92

a special course in physical culture, "without which no woman is prepared to perform her special mission as healer and comforter to body and mind. Systematic exercise in the Delsarte system will be given. This drill, in connection with regular outdoor exercise, will be required of each pupil."¹ A complete course in music was also announced.

The primary and academic departments were discontinued after the 1901-02 session making the school simply a four year college.²

In 1903-04 entrance requirements were set up and an outline of subjects for graduation was made. In the freshman year the student was required to take English, Mathematics, history, Latin, Bible history, and either French or German. In the Sophomore year more advanced courses in the freshman subjects, with the addition of physics and botany, were required. In the junior year chemistry was added to more advanced courses of the sophomore year, and in the senior year the pupil took English, ethics, psychology, history, trigonometry, Latin, economics, sociology, theology, logic, and American history.³

1. Ibid. 1895-96, p. 12.

In 1903-04 an addition was made to the East end of the building to house a dining hall.¹

No further changes were made in the school until 1909-10 when the school was suspended for two years to allow for the erection of a new building. This step had been contemplated by the board of trustees for some time. At a meeting of the board on Dec. 10, 1907, a resolution was adopted asking the Assembly to amend the charter so that the college could borrow \$15,000.00 to be used in the erection of a new building or remodeling the old one. A committee on plans was formed with instructions to obtain from an architect comparative costs of remodeling and building an entirely new plant. At this time it was thought that the cost of the new building should be limited to \$25,000.00, but at the next meeting on March 27, 1908, the figure had been raised to \$50,000.00.²

On May 23, 1910, Doctor Scherer resigned as president, was asked to reconsider, but refused. Miss May Scherer, the present dean of the college, was offered the presidency but declined, and Reverend John C. Peery was elected on May 23, 1910.³

1. Ibid. 1903-04, p. 5.

2. Minute Book No. 1

On June 17 a committee was appointed to consider sites for a new building. It was felt that space was limited at the present location and that the new structure should be built elsewhere. Three possibilities were reported by this committee--the Lincoln Heights site North of the railroad and river; the Sheffey site on the Southside of town; and the Hull site North of the town and just across the railroad. No definite action was taken at this time but the committee was asked to find out what could be realized from the old property.¹

During all this time it was felt that the college would continue to operate for the coming year, but on July 17, 1910, the board announced that the college would be suspended for one year.²

During this period of suspension a controversy arose between the board of trustees of Marion Female College and the Southwest Virginia Synod, over moving the college to Salem, Virginia. On August 10, 1910, the Board of Marion College had asked the cooperation of the Virginia, Holston, and Southwest Virginia Synods in the erection and support of a college for girls some-

1. Ibid. p. 93.

where in the vicinity. On Nov. 17, 1910, the Synod of Southwest Virginia passed a resolution dissolving the Marion Board and ordering them to turn over their property to the Synod.¹

The Board of Trustees of Marion Female College passed the following resolution by an almost unanimous vote and sent it to the Southwest Virginia Synod:

Whereas this board in a meeting assembled on August 10, 1910, expressed a desire for the co-operation of the Va. and Holston Synods, in connection with the S. W. Va. Synod, in the erection and support of a college, for our daughters, and,

Whereas, the Va. Synod and the S. W. Va. Synod in recent meetings have agreed and resolved to erect such an institution at Salem, Va., and,

Whereas, we appreciate the idea of Church disloyalty, even though we doubt the expediency of moving the college from Marion, as well as a real interest in the undertaking in a financial way, on the part of our bretheren, and,

Whereas, we as a Board of Trustees deem it inexpedient as yet to relinquish our claims and property interests in Marion, therefore be it resolved.

1. That we hereby endorse the action of Synod and express our willingness to comply with its requests, as best we can, upon the following conditions:-(a) That the new Board of Trustees assume all our obligations to our financial agent and President Elect, Rev. Jno. C. Peery, after Nov. 15, 1910. (b) That the Va. Synod as an earnest of its sincerity in the matter, assist him in raising at least \$17,000 for the new institution on its territory not later than May 1, 1911. (c) That the Eastern Conference of the S. W. Va. Synod, as an earnest of their sincerity assist him in raising at least \$8000 on its territory not later than July 1, 1911. (d) That the Board of the New Institution establish and endeavor to maintain a school to be run along economic lines and to be kept within the financial reach of people of moderate means.

2. That this Board at this meeting elect seven of its members to act in good faith, on the Board of the new Institution to carry out the request of Synod.

3. That as soon as the conditions above set forth be complied with that this Board take necessary steps to transfer whatever property interests we may have in Marion to the New Institution at Salem and disband as a Board.

4. That until these conditions are complied with, this Board remain intact and relinquish none of our interests here in Marion.¹

The newly elected president, Mr. John C. Peery, must not have been in sympathy with the Marion Board because he resigned immediately with the following statement:

To the Board of Trustees of Marion Female College
Gentlemen:

You have today taken action which breaks the relation that has existed for thirty-seven years between Marion Female College and the Synod of Southwestern Virginia. Believing, as I do, that such action will prove detrimental to, if not destructive of, the best interests of the institution which has been intrusted to your care, and would, should I lend my support before the church.

Therefore, I am forced to return to you the office and trust with which you honored me at your meeting on May 23, 1910. I hereby present to you my resignation as Financial Agent and President-elect of Marion Female College, and beg its immediate acceptance. In taking this step I wish to assure you of my grateful appreciation of the support and consideration you have given me during my brief service with you.

Nov. 29, 1910

John C. Peery²

1. Ibid. pp. 113-114.

2. Ibid. p. 115

The Synod of Southwest Virginia upon receiving the communication of the Marion Board, replied immediately, condemning the action and refusing to reconsider their resolution. The Synod announced its intention to apply for a charter for a new college to be erected at Salem, Virginia.¹ The college was subsequently built, named Elizabeth College, and operated until 1920 when the building burned.

The above dispute stirred the Marion Board into immediate action and on January 13, 1911, they decided to rebuild on the old location. A building committee was chosen and authorized to tear down the old building and use the materials in erecting a new one to cost about \$25,000.00.²

The school was reopened in the new building on September 18, 1912 after a lapse of two years. J. P. Miller was the new president.³

In 1912-13 a department of domestic science was added; the school of music was advanced to conservatory

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1. Letter from Southwest Virginia Synod, In Minute Book.
 2. Minute Book, op. cit. p. 119.
 3. Catalogue Marion Female College, Insert.

ade; and a pipe organ was installed in the chapel.¹

In 1913-14 the trustees decided to adopt the junior college standard, offering one year of primary,* four years of high school, and two years of college work. The reasons given for this move were--to allow girls to finish their education in two years after high school; lowering the cost to the student by eliminating the most expensive part of the college faculty; and following the modern trend of specialization.² In 1915 it was announced "amid great applause that the State Board of Education had conferred on Marion College unqualified registration among the Junior Colleges of the Commonwealth."³

In 1922 the three Lutheran Synods covering Virginia and Tennessee were merged into one body and this new Synod approved and adopted Marion Junior College as its only college for women.⁴

New dormitories and classrooms to provide for fifty

1. Catalogue, Ibid,

2. Ibid. 1913-14, p. 9.

3. The American, May 27, 1915, p. 1

4. Catalogue, op. cit. 1921-22, p. 7.

additional students and a gymnasium were completed in 1923-24.¹

Marion College continued to expand its teacher training course and in 1932 the State Board of Education, on the recommendation of the State Superintendent of Schools, approved the teacher training course and made the graduates eligible to receive the Normal Professional Certificate. At this time the college began offering a Junior College Diploma in Education.²

No drastic changes have been made in the conduct of the College since 1932. The curriculum has been continually expanded to provide for its constituency which has steadily become more cosmopolitan and complex. At present the college is offering a high school diploma for four years work in the academic department; Liberal Arts, General Cultural, Education, Home Economics, Piano, and Public School Music diplomas in the college department; and in addition certificates are offered for a one year course in business administration and secretarial work.³

1. Ibid. 1923-24, p. 9.

2. Ibid. 1932-33, p. 3.

3. Ibid. 1939-40, p. 68.

The expenses at Marion College have always been very reasonable. For the first year of operation the total expenses in the Literary Department, for a school year of forty weeks, including board, room, tuition and laundry ranged from \$140.00 to \$160.00. Extra charges were made for the optional studies as follows: Modern languages, \$50.00; Music with the use of instrument, \$50.00; Drawing, \$20.00; Painting in water colors, \$30.00; Painting in oil colors, \$40.00; Wax Work, \$5.00. With the exception of a slight reduction for the optional classes, the expenses after thirty-seven years were practically the same as for the first year.¹

After the new building was completed in 1912 the Board made the following announcement:

The charges for attendance have of necessity been slightly increased. Everything--teachers, food, and servants, cost more than a few years ago. But the price is just as low as possible for the advantages offered. To charge less would necessitate the giving of inferior service, and this would be poor economy in the end, jeopardizing the girls chances for the greatest success in life.²

Since 1914 the costs have gradually increased due to the rise in the cost of living. In 1940 the total

1. Ibid. 1873 to 1912.

2. Ibid.

for 1912-13, p. 7.

cost in the Literary Department was \$425.00; in the Home Economics or Business Departments, \$450.00; and in the courses of Art, Piano, Voice and Public School Music, \$485.00.¹

Marion College is a progressive school with equipment sufficient to care for its needs. The current president, Mr. Hugh J. Rhyne is a Christian man, well-trained for his position, believes in Marion College and also in himself, and has the initiative and energy that a successful college president must possess.

During the past year 156 pupils were enrolled in the college. 111 of these were college students; eighteen were in high school, and twenty-seven were entered in special classes. Nineteen states and Cuba were represented.²

Marion College has set for itself the following ideal:

To care for what Is, rather than for what Seems;
to be loyal to what is Best in the Traditions of the
Past and yet open to the Discoveries of the Present and
the Hopes of the Future; to find Freedom in Knowledge
of the Truth, Beauty in the Common Sphere of Daily
Living; Joy in Love and Friendship, and Strength in
Constructive Service; to play Happily and Work Honestly;

1. Ibid. 1939-40, p. 64.

2. Ibid. pp. 69-72

believe in God's Children; and to Serve where Service
is Most Needed...1

LIST OF PRESIDENTS OF MARION COLLEGE

Reverend J. J. Scherer	1873-1910
John C. Peery	1910-1911
J. P. Miller	1911-1913
H. N. Miller	1913-1918
C. Brown Cox	1918-1928
E. H. Copenhaver	1928-1938
Hugh J. Rhyne	1938-

MARION HIGH SCHOOL (1873-1893)

Reverend J. J. Scherer, after operating his "male and female" high school for two years, was persuaded by the Lutheran Synod to become president of a school for young women known as Marion Female College. This left the town of Marion without a high school for boys. Citizens interested in education prevailed upon D. C. Miller, founder of Liberty Academy at Chilhowie and its principal for the past eight years, and also County Superintendent of Schools for two years, to come to Marion and open a male high school.

The first session commenced in September 1873.¹ It was incorporated by an Act of the Legislature of Virginia in 1874.² The Act named a Board of seven trustees consisting of D. D. Hull, J. W. Fell, J. P. Sheffey, F. Alexander, V. S. Morgan, C. F. Lincoln, and W. C. Sexton, to control the affairs of the school. This Board could elect its own officers and fill vacancies on said Board when one occurred; they could receive subscriptions for the high school and enforce payment thereof; they could hold and dispose of real and personal property to an amount not exceeding \$20,000.00;

1. The



MARION HIGH SCHOOL

they could confer certificates of proficiency and distinction; and they could make any other laws and rules to govern the operation of the school.

The object of the founders of this school was to "afford training that would prepare for entrance to universities and colleges and also fit for the active pursuits of life."¹

For the first few years classes were held in various places in the town of Marion. At times they were held in the Old Masonic building and at others in the old academy building which stood across the street from the present Marion elementary school. By 1876 subscriptions enough had been received to pay for a new building which was subsequently built.² This building was of brick construction, comfortable and commodious, and could accommodate 125 pupils.³ This is the same house that is now the Mitchell home on College Street.

At first the school was divided into two departments--Preparatory and Academic. Elementary training was provided in the preparatory department, while the academic course embraced four years of high school work

1. Catalogue Marion High School, 1888-89, p. 7.

2. Wilson, op. cit. p. 157.

3. Catalogue Marion High School.

consisting of four years each of Latin, Greek, English, and mathematics, and two years of science.¹

Tuition was charged at the monthly rate of two dollars and three dollars in the preparatory and academic departments, respectively. An extra charge was made for Latin and Greek at the rate of fifty cents each per month. Board could be had in private families in the town for \$12.00 per month.²

The Nestorian Literary Society was organized during the second year of operation of the school and did excellent work in forensics during the entire life of the school.³

Two interesting sidelights concerning the school during the Seventies are worthy of note. The first being that the speech of the principal in conferring the diplomas was delivered in Latin as attested by the following:

The certificates and degrees were conferred by Prof. Miller upon the proficient and graduates of the school. His speech unfortunately was in Latin, and we didn't have time to translate it, but will pronounce it a good and appropriate one.⁴

1. Ibid. p. 8

2. Catalogue Marion Female College, 1873-74, Advertisement on Back

3. The Patriot, June 8, 1876, p. 2.

The other being a prophecy of a local newspaper writer concerning one of the graduates, B. F. Buchanan, later Lieutenant-Governor of Virginia and considered by many as being the outstanding statesman of the Old Dominion during his time. The writer commented about B. F. Buchanan as follows:

Next followed the "Philosophical Oration with Validictory" by B. F. Buchanan, of Smyth County. He is a true orator and his address would have done honor to any similar occasion in the land. The estimation in which he was held by the large audience present, was properly exhibited in the tumultuous applause which greeted him when he was afterwards called out to receive the medal as the best orator in original composition in the contest of the night before. A man with such gifts as his ought not to content himself with goals already won, but it should at once be followed by the University curriculum, so that he may the more speedily attain and the better maintain that distinction which with continued and well directed labor and energy, undoubtedly awaits him.¹

This was an outstanding school and drew pupils from a wide area which is well shown by the fact that Prof. William E. Peters of the University of Virginia sent his son James here.²

For the year of 1882-83 the trustees persuaded Rev. F. M. Grace to become principal. He was guaranteed a salary of \$900.00 for the year with an option

1. Ibid. p. 2.

2. Ibid. p. 2.

of taking the entire net profit of the school. Formerly, he had been a professor at the University of Tennessee and the President of Hiwassee College. He introduced a collegiate department consisting of two years of college work, a practice which was continued for five years.¹

In 1887, D. C. Miller again became principal of the school. He abolished the regular collegiate department and introduced a business course in its place.²

A military feature was added during the same year with this announcement: "At the solicitation of patrons and friends the Military Feature will be added, for which there will be no extra charge. All pupils fourteen years of age and upwards will be uniformed.³ This feature was to consist of military drills given three times a week to promote physical culture.

In 1891 Mr. Miller announced that the enrollment would be limited to 75 and that "no bad boys wanted."⁴

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1. Conservative Democrat, Sept. 1, 1882, p. 2.
 2. Ibid. Aug. 25, 1887, p. 2.
 3. The Marion Times, Sept. 13, 1889, p. 2.
 4. The Patroit and Herald, Sept. 4, 1891, p. 3.

In 1892 he made provisions to "instruct a class in Commercial Arithmetic, bookkeeping and business formulae every Tuesday, Thursday and Friday evening, for the benefit of young men who are unable to attend the school in the day-time. Place:-my office. Time: 7½ to 9½ P. M."¹

The school was closed after the 1892-93 session when the Marion Public High School was organized and D. C. Miller was elected principal of this new school.²

List of Principals

D. C. Miller	1873-1878
Geo. E. Cassell	1878-1882
F. M. Grace	1882-1883
Phipps Miller	1883-1885
Thos. D. Walthall	1885-1886
J. J. Scherer	1886-1887
D. C. Miller	1887-1893

1. The Southwestern News, Aug. 26, 1892

2. Ibid. June 18, 1893

HOLSTON MILLS HIGH SCHOOL (1881-1890)*

For some time prior to the opening of this school a woolen mill had been in operation along the South Fork of the Holston River in the community known as Holston Mills. The community grew in size and affluence and when George W. Palmer obtained control of the mills about 1880, he at once caused to be built a community house to be used as a combination church and school. Preachers of various denominations held services in the building on an average of once a month. The building was a one room frame structure furnished with pews. The backs of the pews contained hinged surfaces which could be propped up to act as writing surfaces. The building was financed by the Holston Mills and the school was more or less a company project inasmuch as the school received contributions from the Mills during its entire life.

The first session of the school was opened in September 1881 with the Rev. Uncas McClure as Principal and Miss Lutie Sexton as his assistant. Miss Sexton taught the elementary subjects in one corner of the room and Mr. McClure taught the high school in another corner. The subjects ranged from A. B. C's to Calculus. In the high school greatest stress was placed on English Grammar, arithmetic, and spelling but the curriculum

*Information furnished by Mrs. Marvin Sanders, Chilhowie, Saltville, Va., Mr. C. E. Anderson, Saltville, Va.

also included Algebra, trigonometry, geometry, Surveying, Latin, Greek, History, physics, chemistry, and biology. All of these subjects were not taught every year but were offered for one year or more sometime during the eight or ten years life of the school.

This school was considered one of the best of its kind and always had superior teachers. The school term consisted of nine months which was longer than most secondary schools of that era. The pupils were charged from \$2.50 to \$3.00 tuition per month.

Students came to this school from all over the county and from adjoining counties. Pupils would board in private homes near the school. The high school department rarely numbered over 25 pupils.

About 1890 the property of the Holston Mills was moved away from the community and the high school was discontinued.

List of Principals

Rev. Uncas McClure	1881-1882
R. H. Brown	1882-1885
Frank Sullivan	1885-1888 ?

THE HOME SCHOOL FOR GIRLS (1882-1886)*

Mrs. John M. Preston conducted this school in her home at Seven Mile Ford. This is the same house in which Miss Nelly Preston, daughter of Mrs. John M. Preston, conducts a tea room during the summer.

It was started in the Fall of 1882 for the purpose of educating Mrs. Prestons three oldest daughters and one daughter in each of two other families. One of these families lived in Charleston, S. C. and the other in New Orleans. They had moved to Virginia, temporarily, to escape the ravages of a yellow fever plague then sweeping over the South. The number of pupils was never very large. Besides the Preston girls there never were more than four boarding pupils with perhaps half a dozen local, day students.

Music, French, German, Latin, Mathematics, and the usual English courses were taught with special attention given to literature and Bible. Mr. Preston was a very fine reader and would read for two hours or more each night to the family and pupils gathered around the fireplace.

There were only two teachers in this school during its short life of four years--Miss Lena Tucker and Miss Katie Preston. The school was esteemed highly by the

*Information furnished by Miss Nelly Preston, daughter of John M. Preston, Interview, May



THE HOME SCHOOL FOR GIRLS

community as can be seen from the following statement appearing in the Abingdon Virginian,¹

Mrs. Preston is a lady of superior attainments and is well qualified to impart instruction to others, and we can safely recommend her school to any desiring a healthy location for, and a motherly guardianship over, their daughters.

The school was closed after the session of 1885-1886 after Mrs. Preston's daughters had received a high school education.

MISS BYRDIE BARNES SCHOOL (1888-1893)

This was a tutorial type of school located in the Ellendale section of Rich Valley. It was organized by three brothers, H. S. Buchanan, G. W. Buchanan, and F. Grundy Buchanan who lived on adjoining farms. There were a number of children of high school age in each of these homes and there was no school offering the higher branches in the vicinity. The Buchanan brothers felt that their children should have some "cultural" training, but did not feel that they could afford to send them all away to school. They felt also that the best interests of the children could be promoted best under parental influence, so a teacher was secured and



MISS BYRDIE BARNES SCHOOL

a school organized. The first session of this school was held in the home of F. Grundy Buchanan and thereafter rotated between the homes of its organizers.¹

The "cultural" purpose of the school caused the subjects of music and elocution to be stressed, but Latin, algebra, trigonometry, and grammar were included in the curriculum. Each of the families purchased a piano so that the children would have an opportunity to practice.²

The chief character of the school as well as the thoughts of the community regarding it may be obtained from a newspaper article covering the closing exercises.

It has never been our good fortune to attend a more enjoyable occasion than that given at the home of F. Grundy Buchanan on the night of the 21st. of June. It was the occasion of the closing exercises of the select school in Music, etc., by Miss Barnes of Bristol and a rare treat it was.

-----The interest which this people take in education is truly commendable. It takes a martyr to exchange the comfort and quietude of ones home for the noise and publicity of a school house simply that his children may enjoy advantages, which he never had. If the next generation is not superior to this one, it will not be the fault of the parents of today.³

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1. Information furnished by the Misses Helen and Gray Buchanan, pupils of the school. Interview May 4, 1940.
 2. Ibid.
 3. Clipping from a local newspaper in the Scrapbook of the Misses Buchanan.

While the school was organized mainly for the Buchanan children, pupils from other parts of Smyth County and adjoining counties attended. These children boarded in neighboring homes and were charged tuition.¹

The first session of the school was the term of 1888-89. Miss Brydie Barnes, later Mrs. R. K. Sanders, was the first teacher. Miss Moseley from Bedford taught here in 1890-91; Miss Jones in 1891-92; and Miss Brown from Danville, Va. in 1892-93.²

The Buchanans found it impossible to secure a suitable teacher for the year of 1893-94. During the same year a movement was started to organize Ellendale High School so the school was discontinued and educational energies expended in forwarding the new school movement.³

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1. Interview Misses Helen and Gray Buchanan, op. cit.
 2. Ibid.
 3. Ibid.

OAK POINT MALE AND FEMALE HIGH SCHOOL (1889-1904)

Oak Point was the outgrowth of a one-room free school built about 1871 approximately two miles East of the present Adwolfe community. A few high school subjects were taught depending upon the wants of the pupils and the ability of the teacher. In 1889 a new two room school building was completed a short distance from the present Adwolfe school and this was the beginning of Oak Point High School.¹

During the first session of 1889-90, Mr. R. A. Anderson was principal and taught the academic department. His assistant, who was Mr. W. H. Rouse in 1892, was in charge of the elementary work. Mr. C. E. Anderson followed R. A. Anderson and was principal from 1895 to 1899, and for at least two years immediately thereafter, Mr. Sam Edmundson was head of the school.²

Subjects taught in the academic department included English, geometry, physics, algebra, physiology, Latin and History.³

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1. Interview Mr. C. E. Anderson, Principal of the School from 1895-1899. June 7, 1940.
 2. Program of Closing Exercises Oak Point High School, May, 19 and 20, 1892.
 3. Interview C. E. Anderson, op. cit.

The elementary department was a free school supported by funds received under the law of 1870. Tuition ranging from \$1.25 to \$3.00 per month was charged for high school subjects. Board could be had in private families for \$7.00 per month.¹

The Jackson Literary Society was organized in the school during the first year and for a number of years did excellent work in forensics.²

The school was made into a public high school during the first few years of the present century.

ELLENDALE HIGH SCHOOL (1895-1902)

Ellendale High School was an outgrowth of the "Miss Byrdie Barnes" school mentioned elsewhere in this volume. This tutorial school became so large that it was impossible to hold it in a private home so a separate building was erected. F. Grundy Buchanan gave the land and H. S. Buchanan furnished the lumber which was cut from a sawmill set up near the site.³

The building was a one story frame structure divided

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1. The Marion Times, Marion Virginia, Sept. 13, 1889, p. 3.
 2. Closing Exercises Program, op. cit.
 3. Interview Misses Helen and Gray Buchanan, op. cit.



ELLENDALÉ HIGH SCHOOL

into four rooms, two of which were used for high school classes and two for elementary work. It was located on a rocky plot of ground about a quarter of a mile directly in front of the Grundy Buchanan home. A large bell was housed in a belfrey on top of the schoolhouse. The building is still standing and is used as a tenant house.

The 1895-96 term was the first year of the school.¹ During the session of 1898-99, Joe R. Sevier, graduate of King College was principal and had five assistants including a musical director, a bible teacher, and a librarian.² The object of the school was to prepare young men for college at a very moderate cost.

The school was divided into primary and secondary departments. During the school year of 1898-99 the primary department enrolled 31 boys and 21 girls and the secondary department 19 boys and eight girls.³

In the academic department the scheme of studies was divided into a three year course. During the first year the student would review subjects taken in the

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1. Catalogue Ellendale High School, 1898-99, p. 3.
 2. Ibid. p. 4.
 3. Ibid. pp. 7-8-9.

elementary school and in addition would study algebra, geography, United States History, English, grammar and composition, and Latin. In the second year he would pursue courses in reading, spelling, algebra, physical geography, physics, and English history. The third year was supposed to parallel the freshman year in college. The courses included general history, astronomy, English consisting of rhetoric, original composition, Literature, biographical research and parallel reading, Latin which included Cicero, Virgil, Roman history, grammar and prose composition, and mathematics which would embrace college algebra, plane and solid geometry. In addition there was a business course giving instruction in single and double-entry bookkeeping, stenography, and typewriting.¹

The school year consisted of nine months and students were expected to attend at least five before any credit was given.²

The primary department was supported by funds received from the county and state under the Act of 1870. Pupils were charged \$2.00 per month in the academic department. However, no pupil was turned away for finan-

1. Ibid. pp. 12-13.

2. Ib.

cial reasons. In some cases parents were allowed to furnish wood for the stove in lieu of tuition, and in other cases, wealthier men would "chip in" and pay the tuition of indigent pupils.¹

One of the remarkable things about the school was its library of 2,500 volumes. It was obtained by sending out 400 circular letters asking for donations of books or money. Contributions were received from various places in the Eastern part of the United States. Mr. L. H. Pierce of New York was the largest contributor giving 637 volumes; Miss Doggitt of Ohio sent 332 volumes; Miss Carrie Pierson of New York, 300 volumes; Miss M. C. Palfrey of Massachusetts, 227 volumes; and Mrs. S. A. McCorkle of North Carolina donated 190 volumes.²

The high school had a short life of seven years being discontinued after the 1901-02 term. The building was used as an elementary school for some time thereafter and the high school department was moved to Pleasant Grove, about five miles West of Ellendale where a new building had been erected.³

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1. Interview Misses Helen and Gray Buchanan, op. cit.
 2. Catalogue Ellendale High School, op. cit. p. 15.
 3. Interview Misses Helen and Gray Buchanan, op. cit.

SUMMARY

The facts presented in the preceding pages show that private schools were not very numerous in Smyth County. The Eastern part of the State was better supplied with schools of this type than the Southwest.

The private schools in Smyth County were controlled in various ways. Marion College, established in 1873, is a denominational school. Marion Academy and Marion College were incorporated in 1874 under a board of trustees by an act of the General Assembly. Miss Byrdie Barnes School, The Home School for Girls, Marion Male Academy, The Select School for Young Ladies, Marion Female Institute, Miss S. E. Vanmeter's School, Marion Female School, and Holston Male Academy were privately owned and controlled. Chatham Hill High School, Liberty Academy, Holston Mills High School, Ellendale High School, Marion Male and Female High School, and Oak Point High School, were semi-private in that each one was held in connection with an elementary school supported by the state.

Marion Female School, Marion College, Miss S. E. Vanmeters School, The Select School for Young Ladies, and Marion Female Institute were for girls; Marion Male Academy

were for boys; and Liberty Academy, Ellendale High School, Oak Point High School, Marion Male and Female High School, Chatham Hill High School, Holston Mills High School, and Miss Byrdie Barnes School were coeducational.

Many of these schools were of "the fly by night" type, whereas some were in operation for many years. Marion College, established in 1873 is still in existence. Marion High School and Liberty Academy were open to students for twenty years or more; Chatham Hill and Oak Point High Schools for ten years or more; Marion Female School, Holston Mills High School, Ellendale High School, Miss S. E. Vanmeters School and Miss Byrdie Barnes School between five and ten years; and the Home School For Girls, Marion Male and Female High School, Select School for Young Girls, Marion Female Institute, Marion Male Academy, and Holston Male Academy less than five years.

Liberty Academy, Marion High School, and Marion College, drawing students from a wide area, set the pattern for secondary education in Smyth County for almost half a century. The high schools at Holston Mills, Ellendale and Chatham Hill were influential institutions, while most of the rest were largely local in character.

CHAPTER IV

PUBLIC EDUCATION 1810-1906

As early as 1779 Thomas Jefferson had submitted to the Virginia Assembly his Bill for the More General Diffusion of Knowledge. This bill is generally regarded as the first American Proposal for a modern state school system. His theory of common schools was a part of his scheme for a truly democratic state. This idea is embodied in Jefferson's Notes on Virginia,

Every government degenerates when trusted to the rulers of the people alone. The people themselves therefore are the only safe depositories. And to render them safe their minds must be improved to a certain degree...
.....The influence over government must be shared among all the people.¹

This bill provided for a vertical system of schools involving three types:²

1. Elementary schools to be maintained at public expense.

1. Morrison, A. J. The Beginnings of Public Education in Virginia

2. Secondary schools to be supported in part by direct State appropriation and in part by tuition.

3. A university to be supported wholly by the state.

Society was not ready for such an advanced system of education and the bill was defeated. Jefferson introduced a similar plan in 1796 which actually passed the Virginia Legislature. It was a useless statute because the courts of the counties had charge of selecting the time to elect the alderman who had charge of the schools. These courts were dominated by the wealthy and aristocratic citizens who would have to pay the tax to support these schools, and consequently the elections failed to materialize. Of this system Jefferson remarked in 1816:

"The experience of twenty years has proved that no court will ever begin it. The reason is obvious. The members of the court are the wealthy members of the counties; and as the expenses of the schools are to be defrayed by a contribution proportioned to the aggregate of other taxes which every one pays, they consider it as a plan to educate the poor at the expense of the rich."¹

The establishment of a public school system for the education of indigent children was based upon the act of 1810 creating the Literary Fund. In 1846 the Virginia Legislature passed a county-option school law. This law increased public education in the state for a

1. Ibid. p. 9.

time but became largely inoperative during the War Period, and it was not until the passage of the law of 1870 that free public education became a reality.

EDUCATION OF THE POOR AND ORPHANS 1810-1846

Prior to 1810 very few definite measures had been taken by the State toward free public education. While feeling that it was the duty of parents to educate their children, the State was becoming more and more conscious of the fact that it had a definite responsibility toward education. Govenors Tyler, Monroe, and Cabell had sent messages to the General Assembly in which they had emphasized the effects of no system of education in the State.¹ As a result of this feeling an act creating the Literary Fund was passed in 1810. It became the basis for all future state school legislation and is quoted herewith:²

1. Be it enacted, that all escheats, fines, confiscations, penalties, and forfeitures, and all rights in the personal property accruing to the Commonwealth's derelict and having no rightful proprietor, be and the

1. Ibid. p. 9.

2. Acts of Assembly, 1810, Chap. XIV, p. 15

same are hereby appropriated to the encouragement of learning and that the auditor of public accounts be and he is hereby required to open an account known as the Literary Fund. To which he shall carry every payment thereafter made into the treasury on account of any escheats or confiscations which has happened or may happen, or any fine, penalty or forfeiture which has been or may accrue; provided always that this act shall not apply to militia fines.

2. And be it further enacted, that the fund aforesaid shall be divided and appropriated as to the next legislature, shall seem best adapted to the promotion of literature; provided always that the aforesaid fund shall be appropriated to the sole benefit of a school or county within this Commonwealth, subject to such orders and regulations as the general assembly shall hereafter direct;

3. This act shall be in force from the passing thereof.
(Passed February 2, 1810)

As can be seen from the above act no provision was made for the administration of this fund which had been created. The machinery for administering this fund was provided for by the next legislature in an act passed February 12, 1811. This act created a state board whose duty it was to establish schools for the "Education of the Poor" in each and every county and entered a "solemn protest" against any future legislature's expenditure of the Literary Fund for any purpose other than the education of the poor. It is quoted herewith:¹

An Act to Provide for the Education of
the Poor

1. Be it enacted by the General Assembly, that all

1. Acts of

sums of money which may have accrued or may accrue to the literary fund established by an act to appropriate certain fines escheats, penalties, confiscations and forfeitures to the encouragement of learning, shall be and the same are hereby vested in the following, to wit: The governor, lieutenant governor, treasurer, attorney general and the president of the court of appeals to this Commonwealth, for the time being and they and their successors are hereby constituted a body politic and corporate under the denomination of the president and directors of the literary fund, with power to sue and be sued.....And they shall have power to appoint a clerk from without their own body and such other officers as they may deem necessary.....And the said president and directors shall report to the general assembly once in every year the state of the funds committed to their charge, with such recommendations thereof, as to them shall seem advisable.

2. And be it further enacted, that in further aid of said fund, the president and directors are hereby empowered to raise annually for a period of years not to exceed seven, by lottery, and sum not exceeding thirty thousand dollars.

3. And for the more speedy and certain collection of the literary fund throughout the Commonwealth, the state president and directors are authorized and required to appoint in each county and corporation therein an attorney or agent for the collection of the funds, of that county or corporation, who shall act without any fee or emolument, and whose duty it shall be to report to the president and directors, from time to time, such portion of the said fund as any officer appointed to collect the same may have collected and failed to pay into the public treasury.....

4. And be it further enacted, that as soon as a sufficient fund shall be provided for the purpose, it shall be the duty of the directors thereof to provide a school or schools for the education of the poor in each and every county of the Commonwealth.

5.that the literary fund herein mentioned shall be appropriated to the sole benefit of schools to be kept in each and every county in this Commonwealth, an object equally humane, just and necessary, involving alike the interests of humanity and the preservation of the constitution and good people of the general assembly.

general assembly to any other object than the education of the poor.

6. This act shall commence and be in force from the passing thereof. (passed Feb. 12, 1811)

The Literary Fund was increasing slowly. The amount of the fund was placed at \$12,904.60 in the first annual report, and by the end of the second year it was only \$21,705.40. The three or four thousand dollars income from this fund would go but a short way in providing schools in "each and every county." An attempt was made to increase the fund by lottery but had little success.

In 1816 a bill was passed by the Assembly which greatly increased the Literary Fund. The bill provided that refunds from the United States Government of the loans made by Virginia for the prosecution of the War of 1812 be added to the Literary Fund. \$400,000.00 was added immediately and the fund would increase to \$1,000,000.00 or more when all the Federal money should be paid.¹ This money did not assure the operation of schools in the counties due to the fact that the aristocrats were still firmly entrenched in the local boards. As a result, the bill of 1818 was passed which marked the first real attempt to establish public education in

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missioners to appoint one of their body as clerk.....

That the president and directors of the literary fund shall annually pay to each of the said treasurers,such proportion of the sum of forty-five thousand dollars as the free white population of the county.....bears to the whole free white population of the Commonwealth.....

That all money, funds, debts, or property now held by the overseers of the poor of any county or corporation, and derived from, or acquired by the sale or forfeiture of Glebe lands and which shall be unapportioned by the citizens of such county or corporation, shall after the passage of this act vested in the said school commissioners.....

That the school commissioners shall annually present a statement to the president and directors of the Literary Fund....¹

The above act appropriated \$15,000.00 with which to establish the University of Virginia.

The act of 1818 was not a success for the same reason as its predecessors. The aristocrats were still in charge. Maddox² has this to say regarding this act:

The Act of 1818 was typical of a laissez-faire policy, the state assumed a minimum of local control, merely paying over on demand the quotas due the counties. No state regulations were provided regarding schoolhouses, teachers, or pupils, nor was there any definite provision for a strict auditing of accounts. No form of supervision was mentioned nor was the teachers qualification measured by even so much as provision for periodic examination of state pupils. The

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1. Acts of Assembly, 1817-1818, Chap. XI, pp. 11-15
 2. Maddox, op. cit. p. 76.

law depended for efficiency on the disinterested services of public-spirited commissioners whose ideas must necessarily be bound by customary practices.

The law of 1818 provided that the school commissioners in each county should make a yearly report to the directors of the literary fund. These reports which are recorded in the documents of the House of Delegates give information regarding the number of common schools in the county, the number of poor children in the county and the number in school, and the cost of educating these poor children. Tables which follow will summarize the educational situation in Smyth County between 1832 and 1846. The information contained in the table shows that not all of the poor children took advantage of this opportunity to attend school. During the year of 1834-35 the commissioners reported that there were 450 poor children in the county with only 62 in school. There were never over fifty percent of the poor children in attendance during the period between 1832 and 1846. The reports of the commissioners of Smyth County would seem to indicate that the chief reason for this was lack of funds with which to establish enough schools but they state that some of the parents and guardians would not send their children to school. Many par

out an education than be called paupers.

Abstracts of the comments of the school commissioners reports to the second auditor for the period from 1832 to 1845, give a rather clear picture of the educational situation in Smyth County during this time. Some of them are quoted herewith:

ABSTRACTS OF SCHOOL COMMISSIONERS REPORTS 1833-1834

Having only been appointed at the last court, the commissioners are unable to make any satisfactory report upon any of the important subjects which are required on them in obedience to the acts concerning the literary fund. The county of Smyth having been created out of parts of Wythe and Washington, by an act passed February 23, 1832, from an improper construction of the law relating to their duties, the commissioners of the last mentioned county withheld the disbursement of any money in that part of Smyth, formerly Washington, except where the schools expired before the first Monday, in April, the time at which the said county became organized. In consequence of which that part of Smyth County has suffered much. The board are of the opinion that poor children who have no parents or guardians, as well as those who are too poor to afford the means of education come within the meaning of the term "indigent". They have determined to educate between the ages of eight and fifteen years; making no difference between the males and females. They have laid off the county into districts, and adopted rules for the examination of teachers.¹

1835

There are some claims due and unpaid which may likely amount to \$20, and when paid will reduce the balance in hands of treasurer that much. It will be per-

1. Journal and Documents of House of Delegates, 1833-34, Document No. 4, p. 32.

ceived by reference to Abstract C., that in only 6 of the districts in this county have any funds been expended, resulting entirely from the want of teachers. In some of the other districts schools are at present in operation, the terms of which will expire during the early part of next year. The county being well suited for the district system, measures have been adopted to have it regularly laid out into districts of four miles square, with a view of gradually adopting that system. Much difficulty arises (in this part of Virginia) to the proper management of the funds set apart for the education of the poor, from two causes: 1st, the want of proper feelings (by those capable of schooling their children) upon the subject of education, which might happily produce a radical change in the present depressed condition of the school system of Virginia. The board refer to their report of the last year for their construction of the term "indigent." They have determined to educate between the ages of 7 and 15 years, making no distinction between males and females.¹

1838²

The school commissioners report, that according to the authority vested in them by the three first sections of the act of February 1829, entitled, an act to amend the several acts concerning the "Literary Fund", they have caused the county to be laid off into twenty districts of about five miles square each, plots of which division (subject to some slight alterations) have been made out and are of them deposited with the county court. That school houses have been built in three of said districts, as required by law, towards which object the school commissioners have appropriated a part of the school quota, surety for the regular execution and delivery of deeds for the ground on which the said school houses are respectively erected, having been obtained previous to the payment of said appropriations, which deeds will have been regularly recorded before the next annual meeting of the board. The teachers for the said school houses, and trustees to superintend them were

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1. Ibid. 1834-35, Doc. # 4, 5, 20
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appointed in the manner required by law, and the schools organized and put into operation, and opened for the tuition of all the free white children of the districts they are located in.

From the irregularity of the periods at which many of the schools commence, it frequently occurs that a considerable amount of claims for tuition becomes due in a short time after the annual meetings. The sum of fifty dollars would, in the opinion of the board, be sufficient to discharge those now outstanding. The children of such parents as are unable without depriving themselves of the necessities and comforts of life to pay for their tuition, and all poor illegitimate and orphan children not bound out according to law, do, according to their construction of the law, come within the meaning of the term "indigent".

The commissioners have caused all such children between the ages of seven and fifteen to be sent to school when schools could be procured, and their parents and friends would permit them to go, making no difference between sexes. Although there appears to be a balance in the hands of their treasurer, it has not resulted from the want of proper subjects to confer the benefit of the funds upon, but from the fact that in some districts no part of their respective portions has been expended.

Assuming the calculation that there are 300 children entitled to the benefit of the fund, with an annual appropriation of \$1,500 (which would be about \$80 to each district in the county) the whole of the poor children in this county would be well educated. With that appropriation, the new system would, after giving it a short time to get regularly into operation, diffuse immense literary benefits to a class of our population, a large portion of which, without the adoption of a more liberal and enlarged system are destined to remain in ignorance and (to some extent) consequent poverty.

With the sum of \$100, the people in any of the districts could procure a good teacher, and secure his services for a length of time, whilst in many of them, with the present small appropriation, it frequently occurs that schools cannot be procured for more than three months in the year. So far as the school board has been enabled to judge, considerable improvement has been made by the poor children at school. Most of the commissioners having visited the schools in their respective districts, all are examined and none are

character.

The commissioners are gradually adopting the free school district system, believing it to be better adapted to a thickly settled country, and with a view of fully testing its benefits.

The commissioners are prepared to suggest no alterations or modifications of the existing laws and regulations, which are in their opinion essentially necessary to effect a more judicious application of the school fund; nor do they believe its management can be more simplified under either system authorized by law, or its benefits diffused to a greater practicable extent, without an enlargement of the funds.¹

1842

Contrary to the expectations of the commissioners, nearly the whole of the present years quota with the balance on hand last year has been expended, and there is still a considerable amount due, or becoming due, for tuition, which will require a relaxation in their exertions to extend the desired usefulness of the primary school system in the year 1842, the quota being too small to carry out, in the various parts of the county, such a plan of operations as will embrace within its benefits most of the poor children within the ages prescribed by them.²

1845

The school commissioners regret to say that from the limited amount of aid from the Literary fund the school system is much retarded at this time in its operations. The quota is too small by at least \$1000 for any system to work successfully. That sum added to the present amount would probably bring instruction within reach of every indigent child in the county. If the commissioners had funds they would carry out the free school district plan for they feel satisfied that some such plan must be adopted before Virginia can successfully diffuse general intelligence among her citizens.

1. Ibid. 1838-1839, pp. 33, 34

2. Ibid. 1840-1841, pp. 33, 34

For other matters required to be stated they refer to their former reports, with the abiding hope that some more efficient plan will be devised by the legislature of the state during the present session.

Commissioners: James Cole, William Scott, William Porter, William Scott, Jr., David Winnaford, Thomas T. Hall, James F. Pendleton, Joseph W. Davis, Martin Davis, Patrick C. Buchanan, Theodore G. Pearson and Andrew Shannon.¹

Some of the books in use in the district free schools of Smyth County in 1841 were:- Elementary spelling book, New York and English Readers, Testament, Parley's Works, Pikes Arithmetic, Kirkhams Grammar, and Smiley's Geography.²

In 1829 an optional District Free School Act³ was passed by the legislature which gave the school commissioners power to establish district free schools, with the local communities liable for three-fifths of the expense of the school plant and one-half or more of salaries, the Literary Fund to bear the remaining expense. According to Maddox⁴ this act was an attempt to keep abreast of the best experience in other states. And an attempt to convert the primary schools of 1818 into a common school system which would include the

1. Ibid. 1845-46, Doc. # 4, p. 35.

2. Ibid. 1842-1843, p. 41

3. Acts of Assembly

middle class and avoid the declaration of poverty.

Since no change was made in the method of appointing commissioners public education received very little benefit from this act.

TABLE OF DATA ON EDUCATION OF POOR CHILDREN IN SMYTH

COUNTY, 1832-1845¹

Year	No. Common Schools in County	No. Poor Children in County	No. Poor Children in School	Rate of Tuition Per Day	Total Cost
1832					
1833					
1834	8				
1835	18	450	62	\$.03½	\$220.26
1836	13	500	97	.04	219.66
1837	20	300	89	.04	196.57
1838	14	500	96	.03½	615.70
1839	13	350	110	.04	255.01
1840	19	300	238	.03½	222.51
1841	22	400	150	.04	389.01
1842	25	400	170	.04	486.08
1843		500	231	.04	569.70
1844	16				
1845	18	500	138	.04	379.06
		500	150	.04	365.92

1. Data taken from Documents of House of Delegates, Doc. No. 4 for each year. e.g. Vol. 1835-36 gave the data for the year 1834, etc.

EDUCATION OF THE POOR AND ORPHANS 1846-1870

It might be said that following 1829, Virginia's policy had permitted a decline in education. In many instances schools were open for from three to six months and the public in general were indifferent to education. Both of these factors operated to make it almost impossible to secure good teachers. Many of the friends of education protested against the "Laissez-Faire" policy of Virginia with poor results. It might be said that Smyth County had something to do with offering a suggestion for improving the character of the teaching force. At that time Smyth was a part of Washington County who made the following suggestion on how to obtain a better teaching force:

To effect this important step, this Board would humbly suggest that the General Assembly of Virginia authorize a school to be established in each county on the plan of Pestalozzi for the education of young men as teachers.¹

In spite of this opposition and apathy towards education, Virginia was moving toward a state system of free schools. The champions of education which included many of the leading men in the state did not lose hope and continued the fight. Governor David Campbell in three

1. Maddox, op. cit. p. 120.

messages to the Assembly insisted on free public education as follows:¹

To me it seems all important that effective measures should be taken to place the system on common schools upon a sound footing commensurate with the wants of the public and the obligations of the government.
(Message of Jan. 1838)

The importance of an efficient system of education embracing in its comprehensive and benevolent design the whole population cannot be too frequently recurred to. The obligation to provide such a system is among the first duties of the legislature. (Message of Jan. 1839)

It is not to be questioned that the diffusion of sound education is of the last importance to the well-being of society.....Should you not deem it advisable to do more at the present session, let me press upon you the necessity of making provision for the preparation of good teachers.

Other leading men championed the cause and many papers were very critical in condemning Virginia's educational system. As a result Governor McDowell called a convention of one hundred and thirteen delegates from fifty one counties to propose new plans for the consideration by the legislature then in session.² Suggestions from this convention and an eloquent plea from Governor McDowell caused the Assembly to pass three separate acts in an attempt to satisfy all sections and interests

1. The Educational Journal of Virginia, Feb. 1876, p. 175.

2. Maddox, op. cit. p. 153.

in the state.

The first of these acts, "An Act to Amend the Present Primary School System,"¹ inaugurated a system of county superintendents, elected by a county board of school commissioners. The county superintendent was to act as clerk and treasurer of the board and was directed to require strict accounting of finance and school attendance from each of the district commissioners. He was instructed to visit and supervise the schools and acquire from each teacher information regarding their curriculum and method. The county was divided into districts with each of these districts represented on a county board of education by one trustee. Each trustee must enumerate and register all "poor" children in his district who were entitled to free tuition. This act operated upon all counties alike and did much toward creating a uniform state system.

The second of these acts, "An Act for the Establishment of a District Public School System"² could be accepted or rejected by a vote of the people. "All white children, male and female," were entitled to receive free tuition at the said public schools. Permanent districts were to

1. Acts of Assembly, 1845-46, Chap. 40. p. 29.

2. Ibid, Chap. 41, p. 32.

be laid off; a specific course of study was outlined; three trustees were to be elected in each district who were to look after buildings, sites, repairs, discipline, and financial statements; and state funds could go only to teachers salaries.

The third act was an attempt to take care of those counties which had already indicated a favorable attitude toward local taxation for education.¹

The schools of Smyth County were operated under the first of these acts which brought about no major change in their administration. The districts were the same as those laid off under the previous law and the commissioners representing them were the same men. The new superintendent performed certain duties which had been discharged by the clerk but no other changes were noticeable.

An analysis of the data presented in the Documents of the House of Delegates for the years between 1846 and 1861 tend to show that the schools for Smyth County moved along about as they had for the fifteen years immediately preceding 1846. The number of poor children attending schools in the county increased from 235 in 1850 to 675 in 1861. There must have been some trouble in securing teachers

1. Acts of Assembly, 1845-46, Chap. 42, p. 32.

because the superintendent reported in 1850 that one or two of his teachers were not of good moral character.

Public education was practically suspended in the state during the Civil War and until the enactment of the Public School Law in 1870. The struggle to preserve the Union with its deadening effects upon Virginia and the South in general dominated all other interests. Money which had been used for education was appropriated for war purposes. "In the secret session of the Virginia Convention of 1861, which passed the Ordinance of Secession, the revenue of the Literary Fund--except the customary appropriation of the University of Virginia and to the Virginia Military Institute--was appropriated for military defense of the state, and the primary schools were, in consequence, suspended."¹ Education became a domestic enterprise during the period.

The status of education in Smyth County is shown in tabular form, for the years between 1846 and 1870, immediately following the reports of the school commissioners for this period. The number of common schools, the number of poor children in the county and the number sent to school, the aggregate days attended and financial data are given. The table shows that in 1856-57 there

1. Maddox, op. cit. pp. 168-169

were 800 poor children in the county and only 247 of this number were in school. There were 30 schools in operation during this same year and the total expenses for the entire county was only \$624.75. A little arithmetic will show that the average spent for each school was \$20.82½. It is not much wonder that the schools were not of the highest order.

The abstracts of the school commissioners reports show to some extent the educational situation as it existed in Smyth County.

1847-48

The commissioners consider the new system as an improvement if properly carried out.

Commissioners: William Scott, Sr., William Porter, William Scott, Jr., James Cole, James B. Sanders, Thomas T. Hull, James F. Pendleton, Joseph W. Davis, Martin Davis, P. C. Buchanan, T. G. Pearson, Andrew Shannon, Theo. G. Pearson.¹

1849-50

The school commissioners report that although the amount of the quota for the county is not expended, yet it is wholly insufficient to send to school for six months one-half of the indigent children in the county. The commissioners are in the habit of selecting those children of the best capacity, and who from their age, will most likely to appreciate the advantages of an education. School books, writing materials, &c. are generally furnished by the superintendent on the order of the commissioners; and they strictly enjoin it on the teachers to see that the books are preserved, and delivered to the commissioners

1. Journal and

at the termination of the school. The school system now in operation in this county, they believe, it is as good as any other which could be adopted with the present quota, though they would be very willing to see free school systems tried in some of their districts as recommended by the superintendent. They concur with the superintendent on the opinion that no man whose character is bad should be employed as a teacher, no matter what his qualification in other respects.

The county superintendent states that he has visited many of the schools in the county during the present year and has had frequent interviews with nearly every teacher in the county and it affords him sincere pleasure to be able to state that particular attention is paid to the moral and religious instruction of our children, and that he has urged upon teachers the importance of attending particularly to this duty, which has hitherto been too much neglected in our common schools. Many of our teachers are professors of religion, and with one or two exceptions, are all of good moral character, and to those one or two, notwithstanding they were qualified to teach, the superintendent has refused the necessary certificate in order to enable them to receive any portion of the school fund, as he conceives it would be improper to employ a Sabbath-breaker, the profane swearer, or the drunkard, in our schools, no matter how well qualified in other respects.

In the county there are at least 700 indigent children between the ages of 5 and 16 years; and the superintendent regrets to perceive that so few out of this large number participates in the benefits to be derived from the school fund; and he believes it is to be attributed in a great degree to the unwillingness of many to have their children educated in a manner different from their more fortunate neighbors. The question will present itself to every man; can nothing be done to remedy this great, this crying evil, which is increasing every year? And unless something is speedily done to remove it, and to shed light upon so many minds now in darkness, it will be impossible to conjecture to what it will lead. Can any be willing to trust their rights, their liberties, and their lives, to such hands? Many of these persons when grown up will be called upon to serve on juries, and in other capacities to settle all important questions which may arise. Is it not then, of the utmost importance that they should be educated? As the best remedy for this alarming state of things, I do not hesitate to recommend the adoption, even in the present state of our population in some districts, of the free school system, to be maintained at

the common charge, for the common benefit, and with a view to the introduction of such a system in our county. I would suggest the prospect of holding a convention in Marion to be composed of all the school commissioners and teachers in the county and all others friendly to the cause of education.¹

1852

The board of school commissioners remark that they will endeavor to profit by the suggestions of the county superintendent, and discharge more faithfully and particularly the duties required of them in their respective districts.

The superintendent most respectfully but urgently recommends to the commissioners the importance of the discharge of the duties required of them by laws now in force in relation to indigent children. To some of the most important duties he will now refer. Each commissioner is required to register and report to the superintendent the number, names, ages, and sexes of the indigent children within his district between the ages of eight and eighteen years. He shall subscribe to schools in his district for such a number of days tuition as he shall think proper at the rate of compensation allowed, so that the aggregate amount of such compensation shall not exceed his districts portion of the school fund--and he shall select for, and enter at such schools, with the consent of their fathers or other guardians, so many of the indigent children of his district as will not exceed in their probable attendance at such schools the number of days subscribed thereunto.

He shall visit such schools, examine or inquire into the character and qualifications of the teachers, and the conduct and learning of the pupils, and note in his register any remarkable instances of superior intelligence or worth among the children entered by him, and give to the superintendent such information as he may at any time require of him. A commissioner contracting debts for school purposes to a greater amount than the portion of the fund allotted to him, is personally liable to the creditor for such excess, unless the board shall order it to be paid out of any unexpended balance in the superintendents hands at the end of the year. It is of

1. Ibid. 1849-1850, pp. 87-88

the utmost importance also that the commissioners attend punctually all the meetings of the board, particularly the annual meeting which takes place always on the court day that succeeds the appointment of the commissioners, which is required to be made at the October term. The board, at its annual meeting, may appoint intermediate meetings; and the superintendent would remind them that the report, which he now presents, as well as his account and abstract of school operations and the report of the board, are required to be made and returned to the clerk of the county court by the 10th day of October annually; and all of which would have been done but for the unavoidable absence of the superintendent, during the entire month of October and part of November, from the state.

He would therefore suggest to the board the propriety and importance of adjourning (when they adjourn today) to meet on the first day of the superior court in October, and that every member of the board will not fail to attend on that day, and have all the teachers accounts returned to the superintendent by that day, or at any rate the amount due to teachers in their respective districts up to that day, should the account not be ready.

If the commissioners would punctually attend all meetings of the board and discharge all the duties enjoined upon them in their different districts, the superintendent does not know that the system now in operation in this county could be improved, unless the amount to be expended annually was four times as large as at present--defective as he admits the present system to be.

It will be observed that very few over one-third of the indigent children in the county attended school during the year, and it is lamentable to reflect that there are so many growing up in our midst without benefit of any education whatever. Such a condition of things is not only distressing, but is absolutely alarming--and sufficiently so to cause us to fear for the perpetuity of our glorious institutions.

It is certain that the convention, which is shortly to reassemble for the purpose of amending our present defective constitution, will in accordance with the wishes of a large majority of the people of Virginia, extend the rights of suffrage, and authorize the election of all the officers by the people. How important then, that along with this desirable change in our organic law, we should have a system by which a good English education will be secure to every child in the Commonwealth. When every voter in Virginia shall be enabled to read and understand for himself, the principle of our government, there will

be no danger to our institutions from any source; but as it is at present, there are thousands who can be imposed upon, and led away by the acts of unprincipaled and designing demagogues. Let it then, by all means in our power, endeavor to arrest and improve this melancholy condition of our primary school system in many portions of our beloved state. But amidst all the gloom, the superintendent takes sincere pleasure in assuring the board that there are some green spots upon which we can look with enlivening satisfaction. Many of our county men display a commendable zeal for the cause of education. Our schools are still improving as they have been for several years. We have in Marion now a male and female school of the first order, and some other excellent schools in the county; and efforts are now being made for the erection of two large and beautiful buildings in Marion, designed expressly for a male and female seminary.

It is ardently hoped that these noble and praiseworthy efforts of our citizens may be crowned with complete success, and that the time is not far distant when every citizen of our county of the age of twenty-one shall at least be enabled to read and write.

E. S. Watson, Supt.¹

1853-54

No remarks by the commissioners.

The superintendent states that the district commissioners have made no reports of any description to him, and he therefore refers to his report of last year and two or three years previous for his views upon the present system.

Commissioners: William Scott, Wm. Porter, Madison Williams, Francis Kincannon, M. Houston, David Cole, L. H. Tate, Wm. P. Dungan, H. Copenhaver, James F. Pendleton, Wm. L. Goodpasture, Dan'l Aker, John G. Cecil, E. D. Richardson, John F. Locke, A. T. Buchanan, C. J. Shannon, Jas. H. Buchanan, John C. Poston, H. Powers, and Jas. C. Porterfield.²

1854-55

The superintendent urges upon the commissioners the necessity of being faithful and attentive to the discharge of their duties. He calls attention of the board particularly to the selection of teachers. He

1. Ibid

recommends that no teacher be employed who cannot produce a certificate of qualification from the superintendent.¹

1857-58

The superintendent remarks that the fund appropriated to this county is insufficient for the education of all the indigent children, but if properly managed it will produce as it has heretofore much good in the improvement of the poor children of the county.²

1860-61

No report.

Commissioners: Alex Whittaker, C. J. Shannon, P. C. Buchanan, D. D. Williams, L. H. Tate, S. Cole, John Copenhagenhaver, W. P. Dungan, W. L. Goodpasture, Daniel Aker, Wm. Porter, and J. H. Barton. (Supt. E. L. Roberts)³

TABLE OF DATA ON EDUCATION OF POOR CHILDREN IN SMYTH

COUNTY 1846-1870¹

Year	No. Schools in Each County	No. Poor Children in each County	No. Poor Children in School	Aggregate No. Days Attended	Rate of Tuition Per Day	Total Expenses All Purposes	Ave. No. Days Attended Each Child	Ave. Cost For Tuition Each Child
1846	18	500	222	10,879	\$.04	\$489.30	-	-
1847	20	500	218	10,508	.04	453.42	-	-
1848	28	657	194	7,931	.04	311.03	-	-
1849	24	700	235	9,648	.04	413.61	-	-
1850	33	657	339	13,483	.04	674.77	-	-
1851	28	-	271	12,316	.04	584.71	45	\$2.16
1852	30	-	306	12,326	.04	567.91	40	1.62
1853	37	-	451	15,279	.04	686.56	34	1.52
1854	-	-	-	-	-	-	-	-
1855	-	-	-	-	-	-	-	-
1856	30	-	481	19,479 $\frac{1}{2}$.05	1,211.56	40	2.00
1857	42	800	247	11,010	.05	624.75	45	2.40
1858	51	-	440	18,239	.05	1,167.43	42	2.34
1859	56	665	615	26,935	.05	1,484.58	44	2.19
1860	63	-	585	27,445	.05	1,496.36	47	2.17
1861	-	-	675	22,068	.05	1,625.94	33	2.29
1862	No Report							

1. Data taken from Documents of House of Delegates, Doc. 4 for each year. Vol. 1848 gave data for 1847, e.g.

The development of public education in Virginia was checked abruptly by the War between the States. Before the War, Virginia had been a leader to some extent in the establishment of public education in the South. But her system of education lacked strong central supervision, was based on the conception of public education as a form of charity, was scorned by the poorer classes and feared by the rich. In view of this it might be said that the War was stimulating to education in Virginia.¹

Under the Reconstruction Act of March 2, 1867, the state was required to elect delegates to a convention to frame a constitution for the state. This election was held in October, 1867 and the convention met in Richmond on Dec. 3 of the same year. It was the most extraordinary political group ever before assembled in the state. Of the 105 members, a score or more were negroes; seventy-two were radicals and thirty-three were conservatives; only thirty-five were native Virginians and twenty-two of this number were negroes; fourteen were from New York, three each from Massachusetts, Pennsylvania, and England; one from each of

1. Knight, E. W.: Reconstruction and Education in Virginia
pp. 3-4

Connecticut, Maine, Maryland, New Jersey, South Carolina, Vermont, Washington, D. C., Ireland, Scotland and Canada.¹

The eleven members of the committee on education included three conservatives and eight radicals, three of whom were negroes. Three days after the convention met a radical member offered a resolution requiring the committee on education, when appointed, "to inquire into and report upon the propriety of establishing such a system of public schools as shall secure to the youth of Virginia, of all classes, the advantages of a primary education."² Several days later a radical negro member offered the following resolution:

That the constitution, now to be formed for the state of Virginia, should guarantee for the future, a system of common school education, to be supported by the state, which shall give to all classes free and equal participation in all its benefits.³

Another negro introduced a resolution to instruct the committee on Education,

to inquire into the propriety or impropriety of introducing a clause in the constitution, giving the right of every person to enter any college, seminary or other public institution of learning, as students, upon equal terms with each other, regardless of race, color, previous condition, or loyalty, or disloyalty, freedom or slavery.⁴

1. Ibid, p. 5

2. Loc. cit.

3. Ibid. p. 6.

4. Ibid.

Many other resolutions bearing on education were offered which tend to show that education was one of the chief topics of discussion. The question of mixed schools was hotly debated. The negroes and Northern whites believed that the term "emancipation" included intermingling of the races in education, while the white people of Virginia were strongly opposed to it.

After much discussion the constitution was adopted by the convention April 17, 1868 by a vote of fifty-one to thirty-six. Considerable objection was raised to article eight which provided for a public school system. The objectors felt that the proposed system of education would be too much of a burden upon a poverty stricken state. However, the constitution was ratified on July 6, 1869.¹

This constitution ordered the legislature to elect a superintendent of public instruction who "shall report to the general assembly, for its consideration within thirty days after his election, a plan for a uniform system of public free schools."²

Reverend William Ruffner, who was recommended by

1. Ibid. p. 13

2. Ibid. p. 13

General Robert E. Lee and other influential Virginians, was elected to the position of State Superintendent of public Instruction of March 2, 1870. As required by the constitution, Superintendent Ruffner prepared a bill for a public school system and presented it to the Assembly on March 28, 1870. This bill became a law on July 11, of the same year.¹

Some of the provisions of "An Act to Establish and Maintain a Uniform System of Public Free Schools" are,

Be it enacted by the General Assembly, That there shall be established and maintained, in this state, a uniform system of public free schools.

The public free school system shall be administered by the following authorities, to-wit: A board of education, a superintendent of public instruction, county superintendents of schools, and districts school trustees.

The board of education shall be a corporation by that name and shall consist of the governor, the superintendent of public instruction, and the attorney general. It shall have all rights and powers now or heretofore vested in the board of the literary fund. The governor shall be president of the board.....

Some of the duties of this board are,

1. To observe the operation of the free school system and suggest improvements.

a. To appoint and remove district school trustees.

1. Ibid, p. 14.

2. Acts of Assembly 1860-71, 402.

3. To appoint and remove county superintendents.
4. To audit all claims.
5. To make an annual report to the legislature covering the report of the state superintendent, operation of the board, and the condition of the literary fund.¹

County superintendents were elected for a term of three years. Their duties included, explanation of the school system on all occasions, examining persons applying for a license to teach, and to visit and examine schools and school districts.²

The law provided for what subjects should be taught as follows:

In every public free school shall be taught orthography, reading, writing, arithmetic, grammar, geography; and no other branches shall be introduced except as allowed by special regulations to be devised by the board of education.³

No provision was made in this law for secondary education. The state board, however, allowed the local board to introduce the higher branches in their schools provided it was not at the expense of elementary education. All the expenses of the higher branches must be borne by the local communities. Superintendent Ruffner's first report indicates the views of the state board regarding secondary education:

1. Ibid, 1869-70, p. 404.

2. Ibid, 1869-70 p. 406.

3. Ibid, 1869-70, p. 414.

The high schools and colleges will in a few years be greatly benefitted by the spread of elementary education. Some of the larger towns and cities will probably extend their grades into the higher branches, but there is no expectation that the State will any time soon provide means for carrying education much further than is indicated in the present law.

Should counties or districts, as well as cities, be disposed to establish schools of higher grade at their own expense, they should certainly do so: But there will not be much of this done very soon. There is work enough needed on the underpinning of the educational edifice to occupy the present generation.¹

The new school law was received favorably in Smyth County. County Superintendent, D. C. Miller, made the following statement to the public:²

We desire to state for the information of all interested parties, that we have authorized about twenty-five teachers for the free schools of this county, and that there will be several of these schools in successful operation by the 1st of February next. We ask patience and forbearance, inasmuch as we have to engraft, as it were, a new set of ideas upon the minds of the people.

We must be taught to realize the fact that we have such as a free school system in our state policy, and that time necessarily will be required to perfect the school organization. The school trustees for the three districts are prudent, genial, and public spirited men, fully alive to the work to be accomplished, and only need the cooperation of the people to make the system a success in this county. We are glad to inform you that the system so far is working well.

It is our object to give everybody the benefit of the public fund, provided teachers can have their pay supplemented by private subscription. Committees are doing this. We request this for the current year, because there

1. Virginia School Report, 1871, p. 28.

2. The Marion Herald, Jan. 19, 1871, p. 3.

is not enough of the state fund to pay every teacher his entire salary, and still give every locality where a school ought to be its share of the public fund.

This scholastic year ends the 31st of next August, therefore all these schools should be organized by the 15th of February, or they will be barred until next year.

To teachers: Each teacher of a public school must keep a register. The things required will be to keep a roll of scholars, (noting any from other districts), marking absences, and giving the name of every visitor to the school, the length of the visit, the fact of an address or examination by the visitor, and anything else of interest.....

Respectfully
D. C. Miller, Supt. of Schools.

The written reports of Smyth County Superintendents during the period show to some extent the support of public education.

Question: History of public sentiment concerning public schools.

Answer: The people of this county are, for the most part, in favor of public schools, and are in advance of the officials and legislators who have to lay the tax.¹

Question: Have the colored people continued to manifest a great desire for education?

Answer: The colored people are clamorous for schools, but are not willing to pay anything as a supplement.²

Question: Views as to the probable working of the present mode of raising local school funds.

Answer: I am opposed to the working of the present mode of raising local school funds. It, in too many instances, gives supervisors an opportunity to vent their spleen upon their offenders. More than this, it causes the schools to be increased or diminished, from year to year, by said officials. Besides, it is not uniform all over the state.³

1. Virginia School Reports, 1872, p. 33.

2. Ibid, p. 40

3. Loc. Cit.

In 1875 Superintendent Miller prescribed the following four grade course of study for the schools of Smyth County:

First Grade. Pupils ages--six to eight. (ordinarily) The pupils outfit consists of slate and pencil, small ruler and first reader.

Second Grade. Ages--eight to ten. (ordinarily) The pupils outfit consists of slate and pencil, second reader, and primary arithmetic for the latter part of the grade. A primary geography, copy book or paper, and lead pencil.

Third Grade. Ages--ten to twelve (ordinarily). Pupils outfit consists of third reader till finished, then fourth reader; complete arithmetic, primary geography till finished, then the intermediate, copy book paper for practicing, ink, pens, penholder, penwiper, and blotter.

Fourth Grade. Ages--twelve to sixteen. Pupils outfit consists of fourth reader at first, and then fifth reader; complete practical arithmetic, intermediate geography, United States History, grammar, spelling book, dictionary and writing appliances. After the ages of fifteen or sixteen, pupils should be prepared to enter some high school.¹

In 1877 there was considerable feeling of discouragement throughout the state because the school funds were being diverted to other purposes. Many schools were suspended and others had their term shortened, teachers were not paid, and there was a general relaxation of effort for education.

Superintendent Miller wrote as follows concerning this diversion of funds:

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1. The Educational Journal of Virginia, 1875, p. 37.

There are complaints in certain localities because some of the schools have been discontinued there. The fault does not lie at the door of the county school officers. We are not able with the available funds to carry on the schools that have been dropped. We did not pay up last years indebtedness by \$1,456. That must come out of the funds of this year. The consequence is seen in a less number of schools. Thus it will continue to be unless we can get what the constitution of Virginia provides. Smyth County needs it all for the education of the poor children. Let the blame be put upon the shoulders of the right party. Until our school tax is paid in actual cash all over the state, the counties that pay in money will always be the losers. This much I say in defense of the School Board of Smyth County.¹

Superintendent A. G. Pendleton gave this picture of the schools in Smyth County in 1885:

The outline map No. 2 accompanying this paper, exhibits a picture of which we may well be proud. The county seems to be literally dotted with school houses, there now being sixty-three (63), fifty-one (51) belonging to the districts, against nineteen (19) in 1871, which belonged to private parties. All of our schoolhouses are good and comfortable, and so located as to be accessible to the entire school population of the county.

I came into office in March 1880. Since that time there have been built sixteen (16) new schoolhouses, all of which are filled from year to year with children anxious to secure at least a common-school education. And it is to be hoped that the State will so provide that they shall not be disappointed.²

1. The Patroit and Herald, Nov. 1, 1877, p. 2.

2. Virginia School Report, 1884-85, p. 135.

The following interesting regulations applying to teachers and pupils in the public schools of Smyth County, were adopted by the County School Board on August 1, 1892:

1. The teachers of each public school in Smyth County, be and is hereby required to report each week to the parent or guardian of each pupil personally, or by means other than the pupil, the amount and date of absences of said pupil for that week.
2. The teacher shall make a daily examination of the condition of the school house and its furniture and report to the trustees and parents any damage done to the same and, the party responsible for it.
3. The teacher shall require strict order and cleanliness about the person of the pupil, his seat, desk, and room and report same to parent or guardian in his weekly statement.
4. The teacher is not to occupy his time during school hours in private reading or any work, apart from his duty to the school in hand, and shall supervise his school during recreation.
5. The teacher shall carry the key or commit it to someone employed as janitor, who shall see to making of fires and cleaning the room.
6. The teacher is requested to form the acquaintance of the family of the pupils and interest them in securing his regular attendance in school and prompt attention to duty.
7. Pupils shall not depend upon others for the use of their books, but each one shall be required to furnish his own books, and if any fail to do so or destroy the same and shall be without books for a period of five days, their names shall be dropped from the roll.
8. The first act of outright disobedience shall be punished by the teacher according to the grade of the offense; the second act shall be reported to the parent or guardian; the third act shall subject the pupil to a reasonable time of suspension and the fourth shall be reported to the trustees.

9. If there be more than one teacher in the same school these regulations shall apply to both.

By Mr. A. F. St. John of the First District, the following resolution was presented, and on motion adopted.

Resolved, That the habit of "locking out" teachers to make them treat is grossly discourteous to teachers, demoralizing to pupils and often wanton injury to public school property, and we therefore would respectfully ~~urge~~ District Trustees and teachers to make every ~~effort~~ to break up this foolish custom, by indictment, ~~suspending~~ or expulsion from school, as the nature of the ~~offense~~, and the age of the pupil may demand. F. A. Kelly, Ch.

UNIVERSAL FREE PUBLIC EDUCATION 1870-1906

Information regarding the operation of schools in Smyth County during this period of time is rather limited. Several reasons are given below for the scarcity of information.

I. The local schools were under the governance and direction of District Boards who made most of the decisions regarding the construction and operation of the schools in the district they represented. These local boards in each district employed the teachers and exercised the general functions now in the hands of the County School Board. Money borrowed for construction or for other reasons was a debt of the District. The Chairman of the District Board visited schools and made the decision regarding repairs to the building, purchase of fuel, supplies, etc., and in many instances served as supervisors of instruction.

Records and minutes of these District Boards, if they had any, were kept at the home of some board member and have long since disappeared.

It is true that there was a Smyth County School Board and a County Superintendent of Schools as provided by law but their powers were limited. They met only once a year to carry out the following functions:

1. Audit the financial records of the district boards
2. Distribute the state and local money to the district

3. Give permission for certain elementary schools to offer high school work
 4. Adopted books to be used in the County Schools
 5. Set regulations applying to teachers and pupils in the public schools of Smyth County
 6. Gave examinations to prospective teachers to determine their fitness for a teaching position
 7. Made Annual report to the State Board of Education
- II. The minutes, regulations and records of the Smyth County School Board were destroyed by fire on the morning of the 7th of March 1893.

The Board held a special meeting on July 10, 1893 in the law office of the Pendleton Brothers to reconstitute for the record certain decisions which had been made at a previous meeting as attested by the following excerpt from minutes of this meeting.

"Present, A. G. Pendleton, County Superintendent of Schools, as President

District No. 1	G. H. D. Killinger F. G. Davis
District No. 2	A. F. St. John J. M. Pratt Charles M. Sexton
District No. 3	E. Reeves W. B. McKee J. M. Halsie
District No. 4	John C. Killinger (absent) J. H. Francis D. C. Miller John S. Copenhaver

On motion the following preamble and resolutions were adopted.

the town of Marion, has erected school buildings large enough to accommodate 200 pupils or more, and is desirous of making the white school one of High Grade, by grading same under proper methods by giving instruction between that of the Common School and that of the College, Therefore, Be it resolved:

1st That such powers be given to the said 4th District as is expressed in the premises and that the Style of the School be Public High School of Marion, Virginia.

2nd That the Trustees of said 4th District be required to conform to that portion of the Public Free School Law, of pertaining to graded schools; and prescribed in Section 83-84-85-86-87 on pages 69 and 70 of the Codified Public Free School Law 1892.

3rd That the door of the said graded school shall be open for the instruction of any pupil residing in the County. Your terms to be agreed by the said Town Board and the Board of the District in which the pupil resides (or lives) and that it will be permissible to receive into said school any pupil outside of the County or State, where parents or guardian will pay the tuition rates and C Section 78 part first.

4th That the above resolutions shall apply to Oak Point, Liberty Academy and Chatham Hill Schools.

(Note)

Upon motion the foregoing Resolutions as adopted are intended as a reproduction of those adopted by the County Board, heretofore, as they were destroyed by fire on the morning of 7th of March 1893.

On motion it was ordered that the 1st day of August be appointed as the time for the annual meeting of the County School Board."

J. H. Francis, Clerk¹

The table on the following page shows graphically the trend of education in the County from 1870 to 1906.

1. County School Board

PROGRESS OF PUBLIC SCHOOL SYSTEM

1870-1906¹

Year	No. Schools		Ave. No. Mo. Taught	No. Teachers		Ave. Monthly Salary	Ave. Attendance		Percent School Population Enrolled		No Taking Higher Branches	Per Capita Cost Per Month Per Pupil Enrolled	Total Cost Public Education
	W. C.			W. C.			W. C.		W. C.				
1871	32	4	4.66	32	4	26.23	806	109	52	36	32	.59	\$5,000.50
1873	37	6	4.70	37	6	35.08	925	131	51	60	62	.87	7,332.98
1875	44	5	5.06	40	4	34.28 ^y	1226	113	56	30	141	.94	10,514.53
1877	47	7	4.20	47	7	34.32	1159	236	58	56	60	.81	8,235.86
1879	37	5	4.20	37	5	32.33	858	96	43	25	67	.69	5,961.87
1881	54	7	4.65	54	5	23.69	1339	188	60	54	114	.64	8,188.42
1883	49	8	4.68	49	7	25.08	1323	168	60	44	76	.65	8,230.72
1885	57	9	4.70	57	9	27.08	1591	251	71	51	96	.68	9,992.76
1887	62	9	4.73	62	9	25.74	1595	205	67	50	92	.67	10,630.30
1889	63	10	5.06	63	10	28.61	1575	224	74	60	86	.59	10,532.03
1891	66	8	4.61	66	8	23.45	1631	185	61	56	20	.70	10,719.77
1893	69	8	4.81	69	8	24.11	1570	168	61	57	92	.66	10,857.76
1895	73	6	5.10	73	6	24.12	1848	141	68	50	50	.61	11,794.39
1898	82	7	5.11	82	7	24.10	2157	189	70	60	92	.63	13,404.39
1900	83	9	5.13	83	9	26.71	2052	219	69	75	122	.70	14,147.70
1902	79	7	5.60	79	7	30.65	2150	152	64	53	129	.59	13,772.27
1904	77	6	5.90	77	6	29.97	2098	130	62	35	206	.71	16,340.10
1906	82	6	6.05	82	6	31.65	2165	125	78	74	275	.75	18,726.67

- * Dates refer to year in which report was made. Information covers previous session.
- y After 1875 the average salary represents the mid-point between the average male and average female salary.
1. Virginia School Report, 1871-1906

The earliest list of Public Schools in Smyth County which has been found was written in the handwriting of A. G. Pendleton, Superintendent of Schools from 1881 to 1889, and again from 1892 to 1896. This list was probably written during one of Mr. Pendleton's terms as Superintendent of Schools. This list follows and is given by Magesterial Districts. The Incorporated Town of Marion was considered as a separate District.

Marion District #1 - From Chilhowie to Wythe County Line not including Town of Marion

- | | |
|----------------------------|---------------------|
| 1. Liberty | 14. Bear Creek |
| 2. Brittons or Cleghorn | 15. Lampe's |
| 3. Dungs | 16. Lindamood |
| 4. Collihons | 17. Pleasant Hill |
| 5. Walker's Creek | 18. Staley's Creek |
| 6. Beech Grove | 19. Lindsey's |
| 7. Greenwood | 20. Groseclose |
| 8. Ebenezer | 21. Seven Mile Ford |
| 9. Andersons | 22. Buchanan's |
| 10. DeBords | 23. Hungry Mother |
| 11. Mt. Carmel | |
| 12. Newman's | |
| 13. Cedar Grove or Cassels | |

NEGRO

1. Sulphur Springs
2. Atkins

Rich Valley District #2

- | | |
|--------------------------------------|--------------------|
| 1. Lyon's Gap | 12. Olympia |
| 2. Cedar Branch | 13. Zion |
| 3. McCready or Allison's | 14. Lick Creek |
| 4. Union | 15. Spratt's Creek |
| 5. Laurel Fork or Taylor's | 16. Saltville |
| 6. Carter's | 17. Hubble |
| 7. Long Hollow | <u>NEGRO</u> |
| 8. Buchanan's | 1. Saltville |
| 9. Chestnut Ridge | 2. Elkhorn |
| 10. Cave | 3. Chatham Hill |
| 11. Chatham Hill or White Oak Branch | 4. Long Hollow |

Rye Valley, Thomas Bridge, Sinclair Creek, etc. District #3

- | | |
|---------------------|----------------|
| 1. Houston's | 8. Bridge Hill |
| 2. Blankenbeckler's | 9. Vaught's |
| 3. Lansdown | 10. St. James |
| 4. Oak Grove | 11. White Top |
| 5. Barton's | <u>NEGRO</u> |
| 6. Rye Valley | 1. Rye Valley |
| 7. Warfhill | |

Town of Marion District #4

1. Marion

NEGRO

1. Marion Graded

It is not known whether all of these schools were of the one room variety or not. Few if any had sanitary facilities. A few of the schools in the larger population centers may have contained two or three rooms. The table of statistics on page 134 shows that there were 75 white and 6 negro schools in Smyth County during the 1894-95 school year. The same table shows that there were 75 white and 6 negro teachers for the same year. Only 50 pupils were taking the "higher branches" for 1894-95. It also shows that the average attendance for the year of 5.10 months was 1848 white children and 141 negro children and that 68% of the white and 50% of the negro pupil population was enrolled. It is interesting to note that it cost per pupil enrolled for the school year 1894-95 was \$3.11 and that the total cost of Public Education for the year was \$11,794.39. Many names of schools given on Mr. Pendleton's list had been closed by 1910 and new ones had been added.

One or two Private Schools or Academies were still flourishing in Smyth County at the turn of the century. Wealthier parents sent their children to these private schools and paid tuition for them. All of these private schools except Marion College were phased out shortly after the turn of the century.

By 1905-06, 78% of the white and 74% of the colored school population were enrolled in the public schools. 275 pupils were taking higher branches as compared to 50 in 1894-95.

CHAPTER V

PUBLIC HIGH SCHOOLS 1906-1940

Public high schools in the rural areas of Virginia were almost unknown before 1906. Prior to this date the private schools and academies were the important schools offering secondary education. Many of the public graded schools offered instruction in higher branches during this period and some of the cities and towns had established public high schools. These schools were local projects, however, with the sole purpose of meeting community needs. It was not until 1906 that secondary education was established by legislative enactment. Agitation for public high schools had been increasing for some time throughout the nation. Conferences had been held in various places over the South which added to the program of propaganda. The Cooperative Education Commission of Virginia was the result of one of these meetings and had much to do with the passage of the law of 1906. This organization grew out of a conference called by Governor Montague and Super-

intendent Eggleston, of the interested persons from all sections of the state, held in the State Capitol, March 28 and 29, 1904.

The Commission fully realized the inadequacy of educational facilities in Virginia and adopted the following platform:¹

1. A nine months school for every child.
2. High schools with reasonable distance of every child.
3. Well trained teachers.
4. The introduction of agriculture and industrial training into the schools.
5. Efficient supervision of schools.
6. The promotion of school libraries and correlation of public and school libraries.
7. Schools for defective and dependent.
8. Citizens educational organizations in every county and city.

In May 1905, the commission launched a program of agitation, later to be known as the famous "May Campaign" in the interest of education. During these thirty days the State was literally bombarded with educational speeches

1. Virginia School Journal, Vol. XIII No. 4. pp. 100-101.

and literature and many citizen school organizations were formed. These local organizations and the "May Campaign" were largely responsible for the passage of "An act to establish and maintain a system of public high schools and to appropriate money therefore." This act was approved on March 14, 1906. A part of the text is quoted herewith:

Be it enacted by the general assembly of Virginia, That it shall be lawful for any district school board or school boards to establish and maintain a public high school at such place as may be both most convenient for pupils who attend and most conducive to the purpose of such school: Provided, that the high school may be conducted either in a suitable building provided for the purpose, or in the same building with one of the grades schools of the district, in which such high school is established, but no state funds shall be appropriated, under this act for high school purposes, until provision has been made to maintain, for a term of at least five months in each year, the primary and grammar schools of the district or districts establishing said high school in such county or counties.

Two or more districts in the same or adjoining counties may unite in establishing and maintaining a joint high school under the provisions of this act, and under such rules and regulations as may be prescribed by the state board of education, and the said board shall also prescribe the requirements for admission to such high school and the conditions on which properly prepared pupils residing in other districts may attend said high school.¹

Other provisions of the act were:

1. The State Board of Education would give \$250.00 toward the support of each high school provided the local

1. Acts of Assembly, 1906-1907, pp. 350-352

boards would appropriate a like amount.

2. If the local boards wished to appropriate more than \$250.00 the state would match any amount up to \$400.

3. \$50,000.00 was appropriated annually for the purposes of this act.

Smyth County took advantage of this new law immediately. The county school board met on May 19, 1906 and adopted the following plan for the session of 1906-07:

Ordered that Smyth County ask for \$400.00 of the special state high school appropriation and that the Marion High School be made the high school for Smyth County on the following conditions:

Marion, District No. 4, is to furnish the building and \$400., the amount required to offset the state appropriation, shall be paid by the school districts of the county in proportion to the number of high school pupils each district may have taking the high school studies taught in this school. The branches taught and who shall be eligible to begin the study of these branches to be determined and governed by the state laws and rules of the State Board of Education on their point.

That each district board shall select one of its members and the members so selected shall constitute a board of managers for this high school to select teachers and have general oversight of the high school department of the Marion High School.

That this arrangement is for the session of 1906-07 to be continued or not as may be found best after one year's trial.¹

The school situation improved materially during the next two years as can be seen by this statement of Superin-

1. Minute Book No. 1 Smyth County School Board, p. 24

tendent Copenhaver of Smyth County made in 1908.

Smyth County's growth in schoolhouse building, records its climax in the period of 1906-08. During these two years, \$48,000.00 was expended in new buildings. The last act of the Board of Supervisors was to raise the levy to the maximum uniformly over the county.¹

A brief history of each high school that has been maintained in Smyth County is given in the remaining pages of this chapter. The tabular data following each sketch shows in some detail the progress of the separate schools from 1906 until the present time. The data was secured from the division superintendent's reports and the annual reports of the high school principals.

A map is attached in the appendix showing the location of the high schools now in operation, the territory each serves, and the school bus routes.

MARION HIGH SCHOOL

Marion Graded School offered a full course in secondary education as early as 1893. The course of instruction of this school for the year 1893-94 outlines a two year course which included English, history, mathematics, natural science, moral sciences, languages,

1. The Virginia Journal of Education, Vol. II, No. 3, Dec. 1908. p. 34

pedagogies, and a business course. The outline is concluded with the following comment:

A studious pupil, after a thorough mastery of the Four-year course ought to complete the Academic Course in two years. But it will often occur, that the learner will not do this work. In that event the pupil can be put on a thorough review and drill the second year and complete the course the third year.¹

Marion High School was the first established in Smyth County under the law of 1906.² The county school board organized this school to serve the entire county and it was regarded as a "county" high school for a number of years. Clarence Campbell was the principal for the year 1906-07 and was assisted by two other teachers.

The first two years of the school were held in a frame building which stood on the site of the present Marion Elementary School. In 1909 a four room brick building was constructed on the same location. Two of the rooms were used for the grades and two for high school. The school population increased so rapidly that a separate high school building had to be erected in 1915. This structure contained eight classrooms and an auditorium and cost \$20,000.00. Part of this money was raised by local

1. Course of Instruction for Graded Public Schools, Marion, Virginia, With Announcements for 1893-94, p. 5.

2. Minute Book, *op. cit.*

subscription and the rest came from county and state funds.

The present structure was first opened to students for the school year of 1939-40. It contains seventeen classrooms; separate laboratories for home economics, chemistry, and biology; cafeteria, gymnasium, and auditorium. The building cost \$186,000, \$67,500 of which was given by the United States Government through the Public Works Administration. The rest of the money was borrowed from the Literary Fund and other sources by the special district in which Marion is located.

The curriculum of Marion High School offered nothing but the barest necessities until the new building was opened in 1939. For that year the following courses were added: - Industrial Arts, Agriculture, Home Economics, Commercial, Music, and Physical Education. The addition of these new departments increased the total cost of teachers salaries by almost \$5,000.00.

The enrollment of the high school has increased from 40 in 1906-07 to 389 in 1939-40.

Marion High School was accredited by the University of Virginia from 1906 until 1910 and by the State Board of Education in 1913. It has been accredited since that time.¹

1. Permanent Record of High Schools in the High School
of Education.

MARION HIGH
SCHOOL
1909-1915



MARION HIGH
SCHOOL
TODAY

MARION HIGH
SCHOOL
1915-1939



TABLE

LIST OF PRINCIPALS AND OTHER DATA

MARION HIGH SCHOOL 1906-1940¹

Year	Principal	No. Grades in H. S. Alone	No. Full- time H. S. Teachers	No. H. S. Rooms	Whole No. H. S. Pupils Enrolled	No. Months Taught	Total Salaries High School Teachers
1906-07	Clarence Campbell	3	2	2	40	8	\$1,120.00
1907-08	Clarence Campbell	4	2	2	40	8	1,145.60
1908-09	A. B. Bristow	3	2	2	50	9	391.50?
1909-10	A. B. Bristow	3	2	2	40	8	160.00?
1910-11	D. W. Read	3	2	2	47	8	164.50?
1911-12	D. W. Read	3	1	1	17	8	816.00
1912-13	R. B. Rust	4	3	3	63	8	1,512.00
1913-14	W. R. D. Moncure	4	3	3	79	9	1,899.08
1914-15	W. R. D. Moncure	4	3	3	86	9	1,200.00
1915-16	J. I. Burton	4	3	3	86	9	2,100.00
1916-17	J. I. Burton	4	3	3	84	9	2,100.00
1917-18	J. I. Burton	4	4	4	66	9	2,965.00
1918-19	J. I. Burton	4	4	4	99	9	1,703.79
1919-20	J. I. Burton	4	4	4	64	9	973.44
1920-21	J. I. Burton	4	3	3	127	9	2,128.00
1921-22	W. L. Allen	4	4	4	119	9	4,878.00
1922-23	" "	4	4	5	147	9	5,275.00
1923-24	" "	4	5	6	174	9	6,410.00
1924-25	" "	4	5	6	174	9	6,410.00
1925-26	" "	4	5	6	159	9	6,635.00
1926-27	" "	4	5	6	171	9	5,950.00
1927-28	" "	4	5½	5	198	9	7,825.00
1928-29	" "	4	6	7	190	9	8,050.00
1929-30	" "	4	7	8	205	9	8,450.00
1930-31	" "	4	7	8	198	9	9,315.00
1931-32	" "	4	7	7	192	9	8,690.00
1932-33	" "	4	7	7	200	9	7,647.00
1933-34	" "	4	7	7	209	9	7,647.20
1934-35	" "	4	7	7	260	9	8,809.20
1935-36	" "	4	8	8	237	9	8,809.20
1936-37	" "	4	8	8	241	9	8,359.20
1937-38	" "	4	8	8	260	9	8,359.20
1938-39	" "	4	8	8	324	9	10,367.00
1939-40	" "	4	9	8	389	9	15,217.00
		4	13	21			

A system of bus transportation for this school was started in 1939-40. The two busses are driven by salaried employees who are responsible for the discipline on the bus. The county does not allow students, unmarried men or teachers to drive busses.

SALTVILLE HIGH SCHOOL

Until 1905 Saltville High School was in Washington County. The school was housed in a two room brick building located on the Southeast side of the highway just North of that section of the town known as Smoky Row. The higher branches had been taught in this building since it was erected and it had been classed as a public high school as early as 1903.

The school outgrew this two room building and a new schoolhouse was built in 1905. It was located in Smyth County and is now the Saltville Elementary School. The two story brick building contained seven classrooms and an auditorium. The auditorium could be made into two rooms with its arrangement of sliding doors. This structure cost \$30,000.00 and was financed by the Town of Saltville.

It housed both the elementary and high schools. Only two rooms were used until 1915



SALTVILLE HIGH
SCHOOL
1905-1925

SALTVILLE HIGH
SCHOOL



LIST OF PRINCIPALS AND OTHER DATA

SALTVILLE HIGH SCHOOL 1906-1940¹

Year	Principal	No. Grades in H.S. Alone	No. Full-Time H.S. Teachers	No. H.S. Rooms	Whole No. H.S. Pupils Enrolled	No. Months Taught	Total Salaries High School Teachers
1906-07	D. G. McGavock						
1907-08	" "	3	2				\$331.30
1908-09	" "	3	2	2	45	8	428.00
1909-10	J. B. Peery	2	5	2	50	9	453.20
1910-11	C. W. Owen	3	1	1	55	9	118.00
1911-12	C. E. Anderson	3	1	1	16	9	112.20
1912-13	" "	3	1	1	17	9	115.50
1913-14	" "	3	1	1	21	9	112.20
1914-15	" "	3	1	1	44	8	1,755.00
1915-16	H. L. Crowgey	4	2	2	67	9	1,200.00
1916-17	" "	4	3	3	69	9	2,550.00
1917-18	" "	4	3	3	67	9	2,610.00
1918-19	" "	4	3	3	79	9	2,650.00
1919-20	" "	4	4	4	75	9	1,737.27
1920-21	C. E. Anderson	4	3	3	97	9	879.75
1921-22	" "	4	3	3	85	9	5,004.00
1922-23	" "	4	4	4	94	9	5,625.00
1923-24	" "	4	4 ¹	4	118	9	8,595.00
1924-25	" "	4	7	5	151	9	7,965.00
1925-26	" "	4	6	5	154	9	8,010.00
1926-27	" "	4	6	5	183	9	9,000.00
1927-28	" "	4	6	5	209	9	9,810.00
1928-29	" "	4	7	9	213	9	11,835.00
1929-30	" "	4	6	8	203	9	11,835.00
1930-31	R. M. Buchanan	4	7	8	221	9	10,935.00
1931-32	" "	4	8	8	198	9	11,160.00
1932-33	" "	4	7	8	209	9	11,295.00
1933-34	" "	4	7	8	185	9	10,032.00
1934-35	" "	4	7	8	174	9	8,845.04
1935-36	" "	4	6	8	185	9	8,845.04
1936-37	" "	4	6	8	181	9	8,845.04
1937-38	" "	4	6	8	184	9	9,275.04
1938-39	" "	4	6	8	189	9	10,320.33
1939-40	" "	4	8	8	200	9	10,350.00
		4	8	8	208	9	10,350.00
			8	8	211	9	

1. Annual Reports Division Superintendents, 1906-1918
Annual High School Reports

when a four room frame building was constructed to care for part of the elementary school.

The present high school building, for which the cornerstone was laid in 1925, contains nine classrooms, three of which are used for elementary work, and in addition a chemistry laboratory, music room, and a combined auditorium and gymnasium. It cost \$56,000.00 and was financed by the Town of Saltville.

D. G. McGavock was principal of the school in 1903 and continued in this position until 1909. He had one assistant in the high school department.

A home economics department was introduced in Saltville High School in 1921 but was discontinued after two years. A business department consisting of bookkeeping, shorthand, typewriting, commercial law, business arithmetic, and business English was added in 1937. Plans are being formulated at present to introduce industrial arts and home economics.

The Town of Saltville, lying in both Washington and Smyth Counties, comprises a special school district, and operates its own schools. The town has its own school board and is represented on the County Board. Saltville High School serves primarily the Town of Saltville but a few pupils, living outside the corporation, attend and

are charged tuition.

The school has been accredited by the State Department of Education since 1914. It is also a member of the Southern Association of Colleges and Secondary Schools.

There were forty-five pupils enrolled in Saltville High School for the term of 1906-07. The number gradually increased and in 1924-25, 207 pupils were on the rolls. Since that time the enrollment has remained more or less static, there being only 211 high school pupils in 1939-40.

CHILHOWIE HIGH SCHOOL

Secondary education has been available to the youth of Chilhowie since 1865 when Liberty Academy was inaugurated. Liberty Academy merged into Chilhowie Graded School about 1900 and a separate high school was formed about 1905.

From 1906 until 1910, the three years of high school were taught by one teacher in a room of the elementary building which was located on the old Macadam road on the west side of Chilhowie. This two story frame structure contained four rooms but three of them were used for elementary work. In 1910 a new brick building was erected at a cost of \$15,000.00. Part of the amount was raised by local subscription. Two of the nine classrooms were used for high school work. The high school was moved

CHILHOWIE HIGH
SCHOOL
c1900-1910



CHILHOWIE HIGH
SCHOOL
1930-

CHILHOWIE HIGH
SCHOOL
1910-1930



LIST OF PRINCIPALS AND OTHER DATA

CHILHOWIE HIGH SCHOOL 1906-1940¹

Year	Principal	No. Grades in H.S. Alone	No. Full-Time H.S. Teachers	No. H.S. Rooms	Whole No. H.S. Pupils Enrolled	No. Months Taught	Total Salaries High School Teachers
1906-07	Emma Yerby						
1907-08	" "	3	1	1	21	8	\$218.40
1908-09	" "	3	1½	1	20	8	368.00
1909-10	V. G. Copenhaver	3	4 ?	4 ?	174 ?	8	1,252.80?
1910-11	F. M. Eversole	3	1	1	30	8	660.00
1911-12	E. E. Neff	3	1	1	34	8	808.40
1912-13	W. N. Neff	2	1	1	36	8	672.40
1913-14	" "	3	1	1	25	8	1,168.40
1914-15	" "	4	2	2	34	8	1,320.00
1915-16	" "	3	1	1	23	8	900.00
1916-17	W. R. D. Moncure	3	2	2	22	8	900.00
1917-18	M. H. Blankenship	3	2	2	25	7	1,305.00
1918-19	" "	3	2	2	24	9	1,450.00
1919-20	" "	3	2	2	26	9	-
1920-21	Ella Sue Mason	3	2	2	11	8	-
1921-22	R. H. Hubble	3	2	2	36	9	2,290.00
1922-23	" "	3	2	2	39	9	2,318.00
1923-24	L. H. Hubble	4	3	3	73	9	3,535.00
1924-25	W. B. Crockett	4	3	3	69	9	3,735.00
1925-26	" "	4	3	3	61	9	3,720.00
1926-27	V. G. Copenhaver	4	3½	3	54	9	3,800.00
1927-28	" "	4	3½	3	91	9	4,000.00
1928-29	" "	4	3	3	77	9	3,780.00
1929-30	" "	4	3	3	91	9	3,600.00
1930-31	" "	4	4	4	87	9	3,725.00
1931-32	" "	4	5	5	87	9	6,640.00
1932-33	" "	4	5	5	107	9	5,945.00
1933-34	" "	4	5	5	114	9	5,316.00
1934-35	J. B. Cole	4	5	5	97	8	4,336.00
1935-36	" "	4	5	5	100	8½	4,900.00
1936-37	Elizabeth Neff	4	5	5	97	8	4,940.00
1937-38	" "	4	5	5	97	8	4,558.00
1938-39	" "	4	5	5	104	8	4,780.00
1939-40	J. W. Bowman	4	5	5	117	9	5,609.00
		4	5	5	142	9	5,757.04
		4	5	5	149	9	

1. Annual Reports Division Superintendent
Annual High School

across the street in 1930 into a new one story brick building containing six classrooms and a combined auditorium and gymnasium. A separate agricultural shop was constructed the same year at a cost of \$1,500.

Only three years of high school work was offered until 1922 when a fourth year was added. The school was accredited by the State Board of Education in 1922 under the principalship of R. H. Hubble.

Two busses are operated to bring the pupils to Chilhowie High School. (See map in appendix for bus routes and territory served).

The enrollment for the high school was 21 in 1906-07, remained almost static until 1920, and since that time has gradually increased to 149 in 1939-40.

RIVERSIDE HIGH SCHOOL 1906-1940

Riverside High School was organized as a private high school in 1896 but was classed as a public secondary school as early as 1906. For that year V. G. Copenhaver was principal and 15 pupils were enrolled. Four rooms of the present two-story brick building were built in 1903 and two more rooms were added in 1934. The total cost of both being \$12,000.00. The school operated intermittently from 1906 until 1925 offering from one to three years work.



RIVERSIDE HIGH SCHOOL

LIST OF PRINCIPALS AND OTHER DATA

RIVERSIDE HIGH SCHOOL 1906-1940¹

Year	Principal	No. Grades in H.S. Alone	No. Full-Time H.S. Teachers	No. H.S. Rooms	Whole No. H.S. Pupils Enrolled	No. Months Taught	Total Salaries High School Teachers
1906-07	V. G. Copenhaver	1	1	1	15	7	\$105.00
1907-08							
1908-09	E. H. Hall	1	1	1	20	7	144.20
1909-10	J. E. Malleree	1	1	1	12	7	109.00
1910-11	H. F. Cooper	1	1	1	21	7	173.46
1911-12	J. K. Roberts	1	1	1	22	7	241.50
1912-13							
1913-14	Earl Crowe	2	1	1	20	7	700.00
1914-15	" "	3	1	1	20	8	800.00
1915-16	T. C. Carson	3	1	1	19	7	700.00
1916-17	S. F. Gollehon	2	1	1	20	8	640.00
1917-18	C. E. Anderson	3	1	1	17	8	800.00
1918-19	E. M. Louthan	3	1½	1	21	8	1,800.00
1919-20							
1920-21							
1921-22	Charles S. Deshazo	2	2	2	17	9	1,890.00
1922-23							
1923-24							
1924-25							
1925-26	Louise Cole	1	1	1	18	8	1,040.00
1926-27	C. P. Hicks	2	1	1	20	9	1,260.00
1927-28	S. F. Gollehon	2	1	1	15	8	1,000.00
1928-29	C. H. Shannon	2	1	2	9	8	680.00
1929-30	C. H. Shannon	2	1	1	15	8	760.00
1930-31	C. H. Shannon	2	1	2	16	8	700.00
1931-32	C. H. Shannon	2	1	1	20	8	960.00
1932-33	" "	2	1	2	14	8	1,000.00
1933-34	Miss Minnie Rouse	2	1½	1	21	8	680.00
1934-35	" " "	2	1	1	16	8	680.00
1935-36	" " "	2	1	1	13	8	680.00
1936-37	" " "	2	1	1	22	8	680.00
1937-38	" " "	2	1	1	23	8	720.00
1938-39	" " "	2	1	1	19	9	810.00
1939-40	" " "	2	1	1	16	9	810.00

1. Annual Report of the State Superintendents, 1906-1918

Since 1926 it has operated continuously as a junior high school but has never had an enrollment of over 23 pupils. One teacher has taught the high school department for most of its existence. The high school department was discontinued after the 1939-40 session. The pupils will be taken by bus to Marion High School in the future.

ATKINS HIGH SCHOOL

One year of high school work, taught by one teacher was offered for most of the years between 1906 and 1930 in the Atkins Elementary School. The maximum number of high school pupils for this period was 24 and in the 1926-27 session only eight were enrolled.

In 1930 the present building was finished which houses both the elementary and high schools. The cost of \$26,000.00 was borne by the county. An agricultural shop was completed the same year and cost \$800.00. The main building contains six classrooms, library, office, and a combined auditorium and gymnasium. Only three of these classrooms are used for high school classes.

The school was made into a senior high school in 1931-32 and the following year was accredited by the State Board of Education. The peak enrollment of 89 was reached in 1934-35. Seventy were enrolled in 1939-40.



ATKINS HIGH
SCHOOL
UNTIL
1930

ATKINS HIGH
SCHOOL
1930-



LIST OF PRINCIPALS AND OTHER DATA

ATKINS HIGH SCHOOL 1906-1940¹

Year	Principal	No. Grades in H.S. Alone	No. Full-Time H.S. Teachers	No. H. S. Rooms	Whole No. H.S. Pupils Enrolled	No. Months Taught	Total Salaries High School Teachers
1906-07	C. R. Pepper						
1907-08	C. R. Pepper	1	1	1	14	8	\$58.00
1908-09	B. F. Moorman	2	1	1	20	4	72.00
1909-10	B. F. Moorman	2	3 ?	3 ?	142 ?	7	874.72?
1910-11	D. J. Blankenbeck'	3	1	1	9	8	648.00
1911-12		1	1	1	15	8	140.00
1912-13							
1913-14	D. J. Blankenbeck'	2	1	1	12	7	400.00
1914-15	C. P. Hicks	2	1	1	21	7	500.00
1915-16	T. J. Litz	2	1	1	19	7	560.00
1916-17	H. M. Collins	2	1	1	8	7	525.00
1917-18	D. J. Blankenbeck'	2	1	1	24	7	455.00
1918-19							
1919-20							
1920-21	Lucille Putney	2	1	1	10	8	900.00
1921-22							
1922-23							
1923-24							
1924-25							
1925-26							
1926-27	D. J. Blankenbeck'	2	1	1	7	8	800.00
1927-28	D. J. Blankenbeck'	2	1	1	8	8	900.00
1928-29							
1929-30							
1930-31							
1931-32	C. P. Hicks	3	2	2	46	9	2,475.00
1932-33	C. P. Hicks	4	4	4	66	9	5,465.00
1933-34	Fred McDonald	4	4½	4	72	8½	6,300.00
1934-35	Fred McDonald	4	6	6	78	8	5,192.00
1935-36	C. H. Phippings	4	4½	4	89	8	4,853.00
1936-37	R. G. Stradley	4	5	5	86	8	4,965.00
1937-38	R. G. Stradley	4	4	4	83	8	4,814.67
1938-39	R. A. Bennington	4	3	3	84	8	3,879.40
1939-40	R. A. Bennington	4	3½	4	68	9	3,980.00
		4	4	4	70	9	4,340.00

1. Annual Reports Division Superintendents
Annual High School R

NEBO HIGH SCHOOL

Nebo High School offered one year of high school work for the year of 1906-07 with Mrs. C. A. Johnson as principal. Only ten pupils were enrolled. Between this time and 1925-26 it was classed as a public high school for only three years during which one and two years of high school work were offered. It operated continuously from 1925 until after the session of 1939-40 when it was discontinued. The original building was a frame structure divided into two rooms, only one of which was used for high school work. It was located on the Rich Valley Road about half way between Ceres and Chatham Hill. The present building was built in 1932 and is located about a mile west of the old building. From one to three years high school subjects were offered at different times but there never was over one high school teacher and the peak enrollment of 18 was reached in 1916-17.

LIST OF PRINCIPALS AND OTHER DATA

NEBO HIGH SCHOOL 1906-1940¹

Year	Principal	No. Grades in H.S. Alone	No. Full-Time H.S. Teachers	No. H.S. Rooms	Whole No. H.S. Pupils Enrolled	No. Months Taught	Total Salaries High School Teachers
1906-07	Mrs. C. A. Johnson						
1907-08		1	1	1	10	7	\$80.00
1913-14	Lelia Honaker						420.00
1916-17	J. R. Mort	1	1	1	8	7	567.00
1917-18	F. A. St. John	2	1	1	18	7½	480.00
		2	1	1	14	7½	
1925-26	W. L. Holmes						720.00
1926-27	Geo. E. Copenhaver	1	1	1	3	8	720.00
1927-28		2	1	1	3	8	
1928-29	S. P. Bennington						365.00
1929-30	Charles L. Moseley	2	½	1	11	7	630.00
1930-31	J. Tyler Prazier	2	1	1	10	7	720.00
1931-32	F. N. Atkins	2	1	1	9	8	720.00
1932-33	F. N. Atkins	2	1	1	4	8	600.00
1933-34	Fred Hall	2	1	1	5	8	560.00
1934-35	" "	2	1	1	5	8	680.00
1935-36	" "	2	1	1	5	8½	895.00
1936-37	I. O. Foglesong	3	1	1	11	8	992.00
1937-38	" "	3	1½	2	16	8	880.00
1938-39	" "	3	1½	2	12	8	990.00
1939-40	" "	3	1	1	14	8	990.00
		2	1	1	14	9	
		2	1	1	13	9	

1. Annual Reports Division Superintendents, 1906-1918
Annual High School Reports, 1918-1940

SUGAR GROVE HIGH SCHOOL

This school was first classed as a public high school under the principalship of C. P. Hicks in 1907-08. It was housed in a one story frame building consisting of three rooms, only one of which was used for high school purposes. This structure was located about a quarter of a mile Northeast of the present high school. In 1927 a new one story brick building, containing four classrooms was erected on the present site. Two rooms were added in 1934. This building burned on December 25, 1935, and for the rest of the year classes were held in churches and other houses in the community. A one story brick building, containing six classrooms, an office, library, and a combined auditorium and gymnasium, was completed on the same foundation for the term of 1936-37. Part of the cost of \$25,000.00 was realized from insurance. Four additional classrooms and a cafeteria are under construction at the present time and will be ready for occupancy by October 1, 1940. This addition will cost \$18,000.00 which will be supplied from county funds.

From its beginning until 1925 Sugar Grove was a one teacher high school with the exception of the two years of 1911-12 and 1913-14 when two teachers were employed.



SUGAR GROVE HIGH SCHOOL

LIST OF PRINCIPALS AND OTHER DATA
SUGAR GROVE HIGH SCHOOL 1907-1940¹

Year	Principal	No. Grades in H.S. Alone	No. Full-Time H.S. Teachers	No. H.S. Rooms	Whole No. H.S. Pupils Enrolled	No. Months Taught	Total Salaries High School Teachers
1907-08	C. P. Hicks	1	1	1	25	7	\$119.00
1908-09	C. P. Hicks	1	1	1	30	7	154.00
1909-10	C. P. Hicks	3	1	1	24	8	672.00
1910-11	R. N. Elliott	3	1	1	9	7	415.00
1911-12	R. N. Elliott	3	2	2	14	8	685.00
1912-13	R. N. Elliott	3	1	1	8	8	198.40
1913-14	W. P. Eastwood	3	1½	2	25	8	1,000.00
1914-15	H. L. Crowgey	3	1	1	27	8	800.00
1915-16	Geo. A. Jordan	3	1	1	17	8	800.00
1916-17	M. B. Cole	2	1	1	17	8	800.00
1917-18	Louis Latane	3	1	1	16	8	800.00
1918-19							
1919-20							1,120.00
1920-21	F. M. Buchanan	3	1	1	10	8	
1921-22							
1922-23							
1923-24							2,000.00
1924-25							1,830.00
1925-26	H. I. Willet	3	2	2	20	8	2,970.00
1926-27	D. A. Williams	4	2	2	22	9	5,410.00
1927-28	C. P. Hicks	4	4	4	40	9	5,485.00
1928-29	C. P. Hicks	4	4	4	58	9	5,925.00
1929-30	C. P. Hicks	4	4	4	60	9	7,435.00
1930-31	C. P. Hicks	4	4	5	64	9	5,790.00
1931-32	C. E. Anderson	4	4½	5	74	9	4,068.00
1932-33	C. E. Anderson	4	5	5	76	8	5,130.00
1933-34	C. E. Anderson	4	4	4	72	8½	4,540.00
1934-35	R. F. Williams	4	4	4	78	8	5,296.00
1935-36	R. F. Williams	4	5	5	107	8	6,030.00
1936-37	R. F. Williams	4	5	5	113	8	5,110.00
1937-38	R. F. Williams	4	4	4	98	9	5,110.00
1938-39	R. F. Williams	4	6	5	118	9	
1939-40	Fred McDonald	4	5	5	119		
	Fred McDonald	4	5				

1. Annual Report of the State Superintendent, 1907-1918.

Between 1918 and 1925 it was reported as a high school for only the one year of 1920-21. Three years of high school work were offered in 1925-26 under the principalship of Mr. H. I. Willet and the following year it was made into a four year school. It was accredited by the State Board of Education for the session of 1928-29 and has maintained that standard since that time.

The enrollment has increased from 20 in 1925-26 to 119 in 1939-40.

PLEASANT GROVE HIGH SCHOOL

This public high school began in 1906 and continued intermittently until 1927 when Rich Valley High School was built. It was housed in one room of a three room frame building constructed in 1902 at a cost of about \$600.00. One, two, and three years of high school work were offered at times but there never was over one high school teacher and a peak enrollment of thirty-three was reached during its last year of operation. It was discontinued as a high school after the school year of 1926-27. The building was located across the road and slightly North of the Rich Valley Presbyterian Church. Mr. E. J. Montgomery was principal here in 1906-07.



PLEASANT GROVE HIGH SCHOOL

LIST OF PRINCIPALS AND OTHER DATA
PLEASANT GROVE HIGH SCHOOL 1906-1927¹

Year	Principal	No. Grades in H.S. Alone	No. Full-Time H.S. Teachers	No. H.S. Rooms	Whole No. H.S. Pupils Enrolled	No. Months Taught	Total Salaries High School Teachers
1906-07	E. J. Montgomery	1	1	1	8	7	\$70.00
1907-08							
1908-09							
1909-10							
1910-11	Graham Gilmer	3	1	1	28	8	84.00
1911-12	Graham Gilmer						77.00
1912-13	F. W. Young						86.40
1913-14	Charles E. Clark						74.75
1914-15	H. C. Stuart	3	1	1	16	8	700.00
1915-16	W. G. Litz						680.00
1916-17	F. N. Buchanan						560.00
1917-18	Mon Bonham						640.00
1918-19	Mary Huff	2	1	1	11	7	640.00
1919-20							
1920-21							
1920-21	Lila Barnes	2	1	1	14	8	720.00
1921-22							
1922-23							
1923-24							
1924-25	John A. Wolfe	2	1	1	11	8	960.00
1925-26							
1926-27							
	A. S. Clear	1	1	1	13	8	760.00
		3	1	1	33	8	

1. Annual Reports Division Superintendents, 1906-1918.
Annual High School Report.

Oak Point Public High School began in 1913 with Mr. C. P. Hicks as principal. High school subjects had been taught here for many years before this time but it had been classed as a private high school earlier. The high school was held in the building which houses the present Adwolfe Elementary School. This building was built in 1924 at the cost of \$10,000.00. It contained four classrooms and an auditorium but only two of the rooms were used for high school work.

For the first session of the school only one year of high school work was offered and, with the exception of two years while Mr. J. R. Collins was principal, this policy was continued until 1925-26. It was a two year high school during the 1916-17 and 1917-18 while Mr. Collins was principal and was a junior high school from 1925 until 1938. After the session of 1937-38 the school was discontinued. It was never accredited by the State Board of Education.

LIST OF PRINCIPALS AND OTHER DATA

OAK POINT HIGH SCHOOL 1913-1938¹

Year	Principal	No. Grades in H.S. Alone	No. Full-Time H.S. Teachers	No. H.S. Rooms	Whole No. H.S. Pupils Enrolled	No. Months Taught	Total Salaries High School Teachers
1913-14	C. P. Hicks	1	1	1	8	6	\$480.00
1914-15							
1915-16							
1916-17	J. R. Collins	2	1	1	12	7½	550.00
1917-18							
1918-19							
1919-20	Anna R. Johnson	1	1	1	18	8	720.00
1920-21							
1921-22							
1922-23	S. F. Collehon	2	1½	2	12	8	1,560.00
1923-24							
1924-25							
1925-26	" "	2	1	1	9	8	800.00
1926-27							
1927-28							
1928-29	" "	2	½	1	16	8	560.00
1929-30							
1930-31							
1931-32	" "	2	1½	2	16	8	1,400.00
1932-33							
1933-34							
1934-35	" "	2	1½	2	21	8	1,040.00
1935-36							
1936-37							
1937-38	J. M. Rash	2	1½	2	17	8	1,400.00
	C. E. Anderson	2	1½	2	19	8	1,237.00
	C. E. Anderson	2	1½	2	18	8	1,120.00
	Neal Echols	2	1½	2	21	8	896.00
	Neal Echols	2	1	1	22	8	969.00
	Neal Echols	2	1	1	23	8	908.00
	Neal Echols	2	1	1	32	8	640.00

1. Annual Reports Division Superintendents, 1913-1918.
Annual High School Reports

RICH VALLEY HIGH SCHOOL

For some time prior to the organization of Rich Valley High School secondary work had been offered at various places in the vicinity. Pleasant Grove was the main high school for this section but the higher branches were offered at times in the Broadford, Chatham Hill, and Ellendale schools.

There was much discussion in the Valley regarding where the new high school should be built. In 1926, Mr. T. T. Taylor gave land valued at \$2,000.00 on which a one story brick building was completed in 1927 at the cost of \$25,000.00. It contains seven classrooms, office and a combined auditorium and gymnasium. Four additional rooms were added in 1938 at a total cost of \$16,000.00. \$7,200.00 of this amount was obtained through a grant from the Works Progress Administration.

Vocational agriculture was added to the curriculum in 1930 and home economics was installed in 1939.

The enrollment of the high school has grown from 81 for the first year to 211 in 1939-40. The number of teachers has been doubled during the same period.

The school was accredited by the State Board of Education in 1928 while Mr. G. A. Dutton was principal.



RICH VALLEY HIGH SCHOOL

LIST OF PRINCIPALS AND OTHER DATA
RICH VALLEY HIGH SCHOOL 1927-1940¹

Year	Principal	No. Grades in H.S. Alone	No. Full-Time H.S. Teachers	No. H.S. Rooms	Whole No. H.S. Pupils Enrolled	No. Months Taught	Total Salaries High School Teachers
1927-28					81	9	\$5,300.00
1928-29	G. A. Dutton	4	4	3	90	9	5,420.00
1929-30	G. A. Dutton	4	4	7 ?	111	9	6,040.00
1930-31	C. A. Dutton	4	4½	7 ?	131	9	6,790.00
1931-32	C. J. Apperson	4	5	5	162	9	7,565.00
1932-33	J. B. Cole	4	5½	6	174	8	6,750.00
1933-34	J. B. Cole	4	6	6	168	8½	5,368.00
1934-35	J. B. Cole	4	6	6	169	8	4,900.00
1935-36	J. W. Bowman	4	6	6	172	8	4,800.00
1936-37	J. W. Bowman	4	6	6	145	8	5,233.00
1937-38	J. W. Bowman	4	6	6	156	8	5,306.00
1938-39	J. W. Bowman	4	6	6	197	9	6,258.00
1939-40	J. W. Bowman	4	7	7	211	9	7,393.00
	E. L. King	4	8	8			

1. Annual Reports High School Principals, 1927-1940

ALLISON GAP HIGH SCHOOL

The high school work began in the Allison Gap High School in 1932 while Mr. R. A. Bennington was principal. For the first year only the freshman year of high school work was offered. The following year the sophomore year was added and since that time it has been a four year high school.

The building was erected in 1925 for an elementary school at a cost of \$10,000.00, part of which was raised by local subscription. In 1934 two classrooms were added at a cost of \$6,000.00.

Two teachers have charge of the entire high school curriculum which consists of at least sixteen units. The school serves only the community of Allison Gap.

Eleven high school pupils were enrolled for the first year and in 1939-40 there were fifty-one pupils in the school.



ALLISON GAP HIGH SCHOOL

LIST OF PRINCIPALS AND OTHER DATA

ALLISON GAP HIGH SCHOOL 1932-1940¹

Year	Principal	No. Grades in H.S. Alone	No. Full-Time H.S. Teachers	No. H.S. Rooms	Whole No. H.S. Pupils Enrolled	No. Months Taught	Total Salaries High School Teachers
1932-33	R. A. Bennington						
1933-34	" "	1	1	1	11	8	\$600.00
1934-35	" "	2	1	1	20	8½	600.00
1935-36	" "	4	1½	2	38	8	978.00
1936-37	" "	4	2	2	52	8	960.00
1937-38	F. M. Eversole	4	2	2	45	8	1,360.00
1938-39	" "	4	2	2	50	8	1,640.00
1939-40	" "	4	2	2	67	9	1,845.00
		4	2	2	51	9	1,845.00

1. Annual High School Reports, 1932-1940.

OTHER SCHOOLS THAT HAVE OFFERED SECONDARY WORK

The following elementary schools have had one teacher high school departments for some of the years since 1906; Attoway, Broadford, Chatham Hill, Groseclose, Blue Spring, Lansdown, Loves Mill, Mt. Carmel, Piedmont, Seven Mile Ford, and Teas. Only Piedmont and Attoway have offered any high school work since 1927. Attoway at times offered four years of high school work and is the only one of this group to provide more than two years. Most of the time just one year of high school subjects were offered.

NEGRO SECONDARY EDUCATION

There has been only one high school for the colored race in Smyth County. Other schools have offered high school subjects but they have never been classed as high schools.

A high school for negroes, offering two years work and having an enrollment of ten pupils was reported at Marion in 1913-14. It was reported again in 1925-26 as having seventeen pupils and again in 1928-29 with the same number. The above three years are the only times when a high school was reported as being in the county

before 1932.

Carnegie High School was constructed in 1931 by the town of Marion at a cost of \$14,000.00. The building contains four classrooms, two of which are used for high school. All the grades from one to eleven are taught in the same building. Two teachers have charge of the entire high school curriculum.

The first session of the school was opened in the new building in 1932-33 with Mr. L. D. Dabney as principal. He has been at the head of the school ever since.



CARNEGIE HIGH SCHOOL

SUMMARY

The passage of the high school act by the General Assembly in 1906 provided the opportunity and incentive for the establishment of high schools throughout the State. Within two months after this act was passed the Smyth County School Board asked the State for \$400.00 to support a County high school at Marion. Marion High School was opened in September, 1906. After the first year the question of high schools was left entirely to the discretion of the district boards who were very enthusiastic and gave freely of their time and means to support the new enterprise. By 1908, ten high schools were reported as offering from one to four years work - three in the Rich Valley district, three in the Marion district, three in the Chilhowie district, and one in the Sugar Grove district. Eighteen white high schools and one colored were reported in 1913-14 and even as late as 1926, twelve schools were listed as giving high school work. Consolidation has taken place slowly since that time and at present seven high schools are in the County. In addition, about twenty-five pupils are transported in Smyth County busses to Konnarock High School in Washington County. The high schools at Saltville, Allison Gap, and Rich Valley are in

the Rich Valley section of the County; Marion, Chilhowie and Atkins high schools are in the Valley formed by the Middle Fork of the Holston River; and Sugar Grove High School is in the Rye Valley section. The one colored high school is located at Marion. Saltville High School, located in a special school district due to the fact that the town lies in two counties, is operated by a local board. All the others are controlled by the County School Board. Marion High School was transferred to a new modern building for the year of 1939-40 and the curriculum was expanded in many respects. Plans are underway to enlarge the offering in all the high schools in the county.

The County operates two busses to each of the high schools located at Marion, Atkins, Chilhowie, Rich Valley, and Sugar Grove. In addition one bus carries pupils to Konnarock High School in Washington County. It is the policy of the County to own all school busses and to employ only married men as drivers.

APPENDIX A

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APPENDIX B

SUPERINTENDENTS OF SCHOOLS 1870-1977

Name	Tenure
D. C. Miller	1870-1880
A. G. Pendleton	1880-1889
Frank A. Kelly	1889-1892
A. G. Pendleton	1892-1896
C. E. Anderson	1896-1900
B. E. Copenhaver	1900-1937
Robert F. Williams	1937-1944
Raymond M. Buchanan	1944-1948
J. Leonard Mauck	1948-1974
E. R. Thompson	1974-

APPENDIX C

LIBERTY ACADEMY COMMENCEMENT PROGRAM

Exhibition
and
Contest for Prizes
Liberty Academy, Smyth County, Va.
September 5, 1866 10½ A. M.

Order of Exercises

- 1st. Prayer
Wm. A. Farris, Smyth Co, Va.
2. Salutory
 3. Recitation of Poetry A Class of Girls

1st Class in Declamation

1. Rianzti's Address to Romans James Vance, S. Co., Va.
2. Casabianca John Greever, Smyth Co., Va.
3. The County of Washington B. F. Sanders, S. Co., Va.

2nd Class in Declamation

1. The Marys of History Luther B. Farris, S. Co., Va.
2. The Influence of Superstition on Poetry E. M. Goolsby, Smyth Co., Va.
3. The World is Still Received by Ornament T. J. Goolsby, Smyth Co., Va.
4. Three of the Worlds Illustrious Dead James H. Greever, S. Co., Va.
5. The Universe of Mind and Matter S. A. Jackson, S. Co., Va.
6. The Ruins of Time John L. Sanders, Smyth Co., Va.
7. Material for Poetry and Romance in America John S. Aker, Smyth Co., Va.

1st Class in Composition

1. 'Tis Sweet to Think Miss Fannie A. Aker, S. Co., Va.
2. Nature, Her Beauty and Her Charms Miss Rachel J. Nikirk, S. Co., Va.
3. Old Bachelors and Old Maids Miss Unity B. Walker, S. Co., Va.
4. A Word in Kindness Spoken Miss Mary A. Sanders, S. Co., Va.

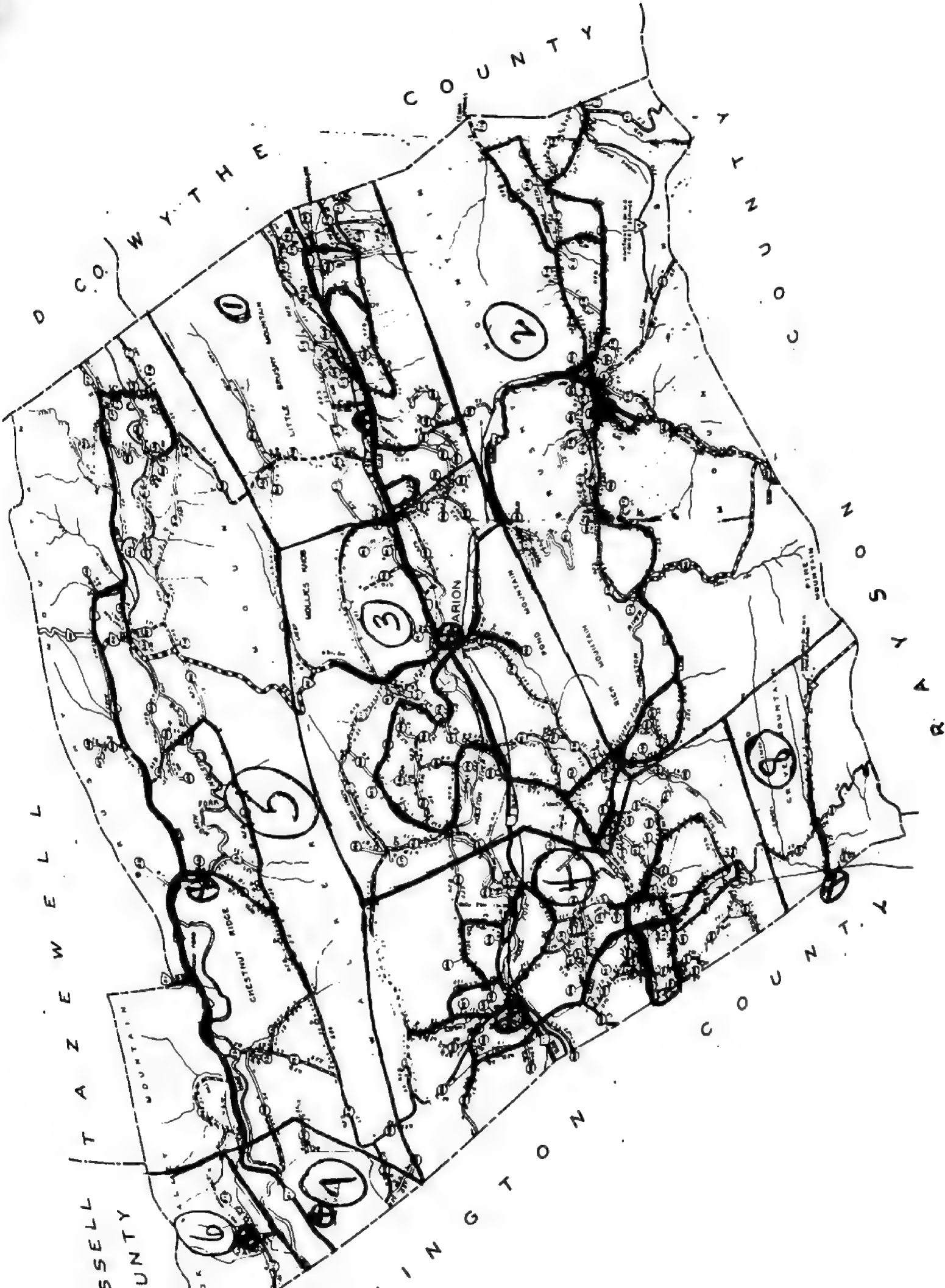
2nd Class in Composition

1. Like, More Like Miss Mattie J. Sisk, S. Co., Va.
 2. Forget Not the Fields Where They Perished Miss Jane C. Tate, Smyth Co., Va.
 3. Oh, Let Me Be Remembered Miss Bettie S. Senter, S. Co., Va.
 4. Mercenary Marriages Miss Laura J. Faris, S. Co., Va.
-

3rd Class in Declamation

1. Ireland Again James H. Senter, Smyth Co., Va.
2. The True Goal of Ambition Wm. F. Faris, Smyth Co., Va.
3. The Downfall of Governments A. W. Greever, Smyth Co., Va.
4. General R. E. Lee R. B. Greever, Smyth Co., Va.
5. The Woman of the South H. Clay Bailey, W. Va.
6. Our Illustrious Dead Stephen Sanders, Wythe Co., Va.
7. The Vanity of Human Grandeur John M. Campbell, Smyth Co., Va.
8. Political Degeneracy Lee W. Rector, Smyth Co., Va.
9. Liberty and Revolution W. E. Leonard, S. Co., Va.
10. Comic Orators
11. Oration Before the School By Maj. R. A. Richardson
12. Award of Prizes

13th Benediction





Ebenezer



Rich Valley

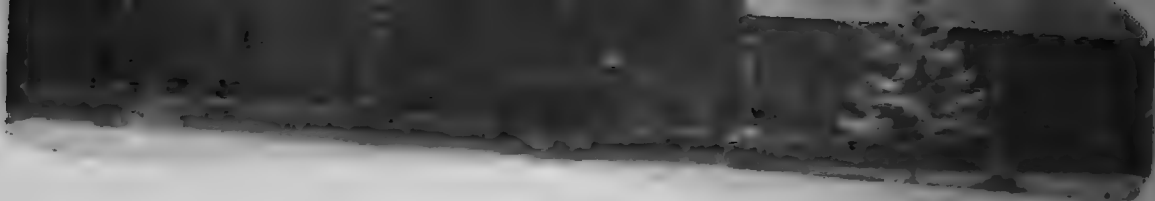


Carnegie



Sugar Grove





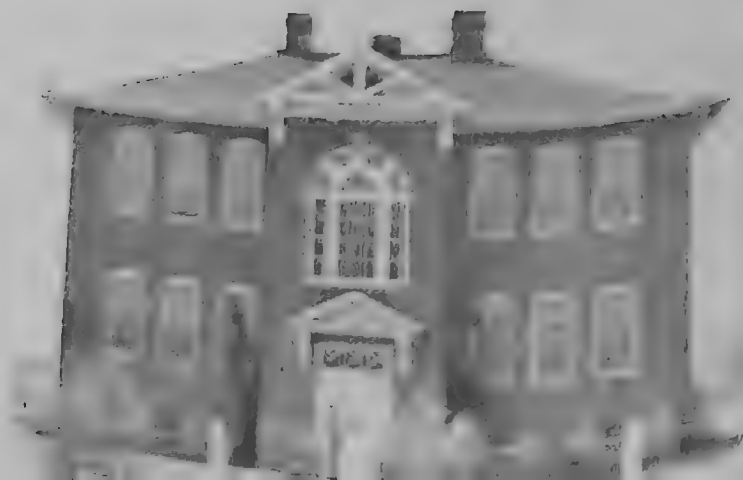
Allison Lap



Chickawie



A. Swale





Seven-Mile Ford



Centenary



Buckeye Hollow





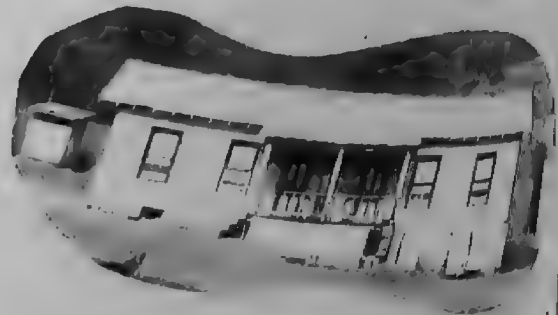
Marion



Cove



Walkers Creek



Broadford





Athens



North Holston



McCrady



Groseclose



1977-78



FACULTY: L-R - Jannavee H. Phipps, Sally S. Thomas,
Mildred S. Surber, Annie A. Buchanan, Lynne C. Reinhard,
Helen M. Totten.



FACULTY - Front Row L-R - Edgar S. Waddell, Joyce D. Gray, Ella J. Keesee, Janie M. Larimer, Frances C. Cline. Second Row - Brenda S. Conner, Shirley M. Leonard, Doris G. Stowers, Susan L. Hamm, Bessie B. Yates, Charmie G. Bear, Helen L. Thornton. Third Row - Andrew G. Smith, Joyce A. Gentry, Stella O. Musser, Doris A. Copenhaver, Bonnie C. Scyphers.

1977-78



FACULTY: Front Row L-R - Charles W. Barbrow, Jr., Teresa E. Hall, Cornelia W. Scott, Betty D. McAllister, Sue P. Ayers, Mary E. Ryan, Vivian L. Cline, Rhonda R. Walls. Second Row - E. Michael Snavely, William B. Olinger, Jr., G. R. Campbell, John J. Cassell, Don Sturgill, William G. Hanshaw, Jr., Raymond J. Davis, Carl Surber.



FACULTY: Front Row L-R - Jo Ann E. Arnold, Eva D. Anderson, Janie M. Larimer, Betsy M. Rash, Karen E. Dula, Carol R. Barker, Kay K. Davis, Donna K. Blevins. Second Row - Greever Crouse, Angela M. McClure, Valerie C. Carter, Vicki E. Henson, Linda S. Brockman, Billie W. Pugh, Doris B. Brewer, Carolyn B. Horne. Third Row - Buddy B. Blevins, Jerry W. Catron, Joyce G. Widener, Sue H. Denny, Marcella H. Sayers, Mary R. Rotenberry. Fourth Row - Rudolph E. Haden, Danny F. Arnold, Hugh T. Sword, Jr.

MARION INTERMEDIATE SCHOOL

1977-78



FACULTY: Front Row L-R - Ellen H. Foreman, Brenda H. Overbay, Hope S. Trivette, Donna G. Faison, Helen V. Moore, Elizabeth B. Chewning, William P. Graybeal, Robert E. Rigely. Second Row - Linda C. Widener, Shirley F. Herndon, Ann H. Cline, Sara H. Evans, Joyce A. Edmiston, Mary D. Lawson. Third Row - Monica L. Richardson, Dorothy W. McNeil, Thelma C. Foglesong, Patricia Q. Hall, Francis S. Ellis, Barbara C. Rhea, Roger L. Nipper. Fourth Row - Erma B. Singleton, Hope V. Sullivan, Rebecca M. Dinkins, Margaret C. Bonham, Carliss V. Earley. Fifth Row - Stewart M. Lilly, Sara E. Jennings, Sue O. Hall, C. Grubb, Rosalie W. Smith, Janet F. Hastings, Ch.



FACULTY - GROUP NO. 1 - Front Row L-R - John K. Fisher, Patricia Stephens, Phyllis W. Dixon, David DeBord, Eloise M. Courtney, Roy E. Evans, Jr. Second Row - R. Gerald Blankenship, Wilma N. Overbey, Ruth S. Smith, Katherine K. Potter, Willis R. Blessing. Third Row - Lloyd D. Vicars, Jr., Celia Marlene Dunford, Jean H. Wilson, Samuel D. May, Jr., Betty G. Wilson. Fourth Row - Emory A. Hill, Jr., Charles E. Goodman, Jr., P. G. Wingfield, III, Gene T. Walker, Bobby J. Pickett.

RIVERSIDE ELEMENTARY SCHOOL
1977-78



FACULTY: Front Row L-R - Margaret H. McKinnon, Mary L. Beckner, Katherine Dinkins, Eva W. Eller, David W. Cassell. Second Row - Jean C. Ellis, Molly T. Tilson, Lelia J. Rash, Mary K. Bonham, Harold W. Trivette, Samuel G. Hambrick.



FACULTY: Front Row L-R - Martha A. Moore, Sally H. McCready, Virginia C. Snodgrass, Lucille R. Asbury. Second Row - Vicki O. Montgomery, Ruth H. Clark, Lorraine T. Minton, Marilyn T. Bernard, Peggy S. Gillen, Helen N. Williams, Alice M. Webb, Leona P. Davidson. Third Row - Roberta H. Lee, James S. Montgomery, Shirley C. Ballou, Viola C. Clear, Helen W. Barbrow, Marie C. Griffin, Lydia W. Hale, James E. Sheets, W. Max Rhea.

MARION PRIMARY SCHOOL
1977-78



FACULTY - GROUP NO. 2 - Front Row L-R - Peggy G. Tuell, Dawn C. Walker, Bureda L. Livesay, Peggy O. Pratt, Margaret T. Francis, Patricia A. Russell. Second Row - Charlotte R. Burke, Dorothy T. Ernest, Patsy S. Bales, Evelyn E. Cox, Nancy D. Hoover, Margaret L. Francis. Third Row - Nancy Grubb, Neva U. Young, Deborah P. Pennington, Brenda J. Wilson, Shirley W. Smith. Fourth Row - Donna H. Wolcott, Lois W. Cornett, Sarah S. Staley, Mary B. Burton, Clarissa Y. Greer.

1977-78



FACULTY: Front Row L-R - Glenn C. Weller, John C. Spencer, N. Lewis Clay, Sue R. Morrell, Donna B. Hoffman, Betty M. Dillard, Joyce D. Greenwood, Ned P. Johnson. Second Row - John H. Gregory, Bobby D. Allison, Katherine O. Trail, Elsie M. Scott, Norma K. Dinkins, Brenda Carol Hess, Deborah Glascock, Mikeal D. Blevins, William H. Pugh. Third Row - Warren C. Hastings, Joe K. Stanley, Walter L. Sprinkle, Jr., William Tilson, Jr., Deborah P. Patterson, Renna S. Cook, Gregory L. Harvey.



FACULTY: Front Row L-R - Sandra C. Olinger, Jolene P. Campbell, Freda B. Testerman, John V. Morgan, Jr., Alma K. Hubble, Linda R. Taylor, Sylvia J. Johnson. Second Row - Louise R. Clark, Debra J. Gillespie, Sarah M. Lamie, Doris J. Orr, Janavee C. Buchanan, Gloria M. Olinger, Lee Etta B. DeBord. Third Row - Judy F. Hess, Margaret E. Clear, Glenna D. Gardner, Teresa A. Goodman, Betty J. Orr.



FACULTY - Front Row L-R - Harold F. Williams, Mary F. Campbell, Lois S. Comer, Gordon C. Jones, Deborah C. Carter, V. Darlene Splawn, Jean G. Gillespie. Second Row - George L. Farris, Jorita W. Roberts, Elizabeth J. Ligon, Barbara J. Bunch, Anna L. Jones, James T. Gardner, Thomas D. Haynes, Sandra C. Osborne. Third Row - Betty D. Webb, Jerry V. Jones, Richard L. Ryan, Allen T. Love, William D. Oakes, Arthur V. Flynn, Raymond L. DeBord, Jr., Gary E. Arnold.

1977-78



FACULTY: Front Row L-R - Mary T. Heath, Ruth D. Black, Kay J. Smith, Betty H. Cole, Charlotte Craig, Hattie P. Herndon, Jean S. Anderson. Second Row - Juanita C. Farris, Katherine W. Aker, Twyla J. Pratt, Connie E. Arnold, Wilma M. Gillenwater, Carolyn A. Taylor, Patricia F. Britton, Kathy S. Wright, Leona W. St. John. Third Row - Rebecca W. Catron, Cathy A. Berry, Brenda W. Blevins, Barbara S. Nelson, Samuel G. Hambrick. Fourth Row - David Eva D.: Tilson, Gladys M. Stokes, Bernice B. Widener, Grace A. Martin, W. Cassell, Frances C. Campbell, Carol M. Graybeal, Sherry C. Nipper.

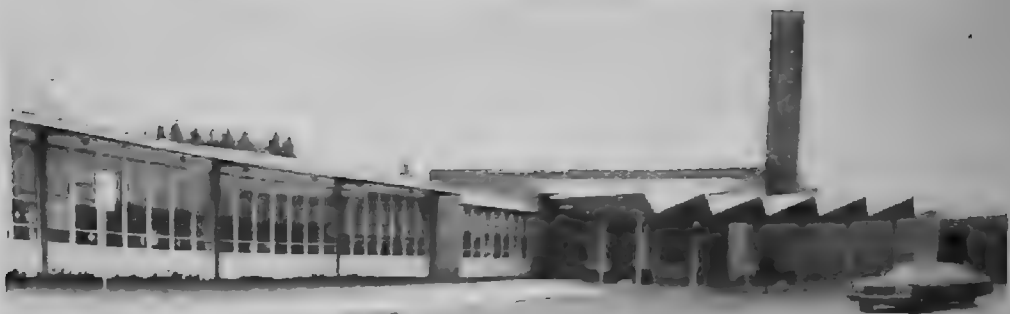
1977-78



FACULTY: Front Row L-R - Mary F. Compton, Peggy B. Beach,
Johnny L. Blevins. Second Row - Sara O. Musick, Judy A. Holmes,
John A. Britton. Third Row - Donald G. Ratcliff, David W.
Cassell, Samuel G. Hambrick.



FACULTY: Front Row L-R - Judy H. Lewis, Rebecca F. Sprinkle, Pansy R. Rollins, Mary B. Aker, June M. Conner, Louise G. Snavely, Gladys H. Frye, Elizabeth Love. Second Row - David H. Burton, James D. Campbell, II, Sara Funk, Jean S. Hamm, Cleve Compton, Mary E. Farmer, Joyce L. Meredith, Joseph P. Miller. Third Row - Ronald R. Sutherland, Thomas W. McGhee, Ronald E. Ball, Billy L. Clear, Anne B. Catron, Rachel W. Campbell, Susan B. McWhorter. Fourth Row - Joseph W. Fore, R. Dwight Barker, Jr., Kermit G. Nelson, Jr., Jerry A. Eggers, John A. Goodwin, William A. Doss, William P. St. John, Jr., Larkin C. Phillips.



FACULTY: GROUP NO. 1 - Front Row L-R - David P. Helms, Ellen G. Corbett, Judy A. Musick, Anna S. Price, Virginia H. Cassell, Evelyn T. Lawrence. Second Row - Patricia C. Ferguson, Elizabeth A. Cooper, Barbara McClellan, Anna S. Moore, Judy N. Fulton. Third Row - Thelma W. Eller, Sharon S. DeBord, Sue D. O'Quinn, Linda C. Crowder, Maria J. Ely, Deanna L. White. Fourth Row - Kay D. Kincer, Sandra A. Wolfe, Louise J. Butts, Ruth R. Bales, Shirley H. Gotham, Sally C. Moorner.

MARION SENIOR HIGH SCHOOL
1977-78



FACULTY - GROUP NO. 2 - Front Row L-R - Nancy F. Goodman,
Pat V. Smith, Bettie K. Burkett, Carolyn E. Young, Patricia L.
Bear, Susan L. Sneed, Ann B. Wolfenden. Second Row - Judith
D. Blevins, Elizabeth Jowers, Diannah Pennington, Nile D.
Linkous, Sally H. Werth, Page R. Coulthard, Sondra E. Harris.
Third Row - Jim R. Sullivan, Alvin E. Crowder, Deborah Y.
Thomas, Lucille J. Duncan, Doris H. Hudson, Linda T. Dean.
Fourth Row - Jerry M. Hicks, William G. Bryant, Charles E.
Love, Jr., Jack L. Cox, Sharon H. Cox, Marlene S. Winters.
Fifth Row - Marlin D. Weaver, James D. Scott, Robert F.
Coulthard, Everett M. Neese, Jr., Woodroe E. Herndon. Sixth
Row - David L. Archer, J. Larry Sayers, William M. Earp, D. B.
Waddle, Wilburn L. Harris.

R. B. WORTHY HIGH SCHOOL

1977-78



FACULTY: Front Row L-R - Wanda Clear, Helen E. Frye, Martha H. Love, Lorraine C. Heath, Sue T. Obenshain, E. Craig Barbrow, Jr., Ted J. Maiden, J. Kelly Osborne. Second Row - Elaine P. Mullins, Frances Porterfield, Helen Callihan, Janice W. Orr, Benita T. Smith, Donald E. Morgan, Donald W. Rhea. Third Row - Dolores Q. Parks, Bonnie B. DeBord, Betty S. Fawley, Patricia L. Maiden, F. Raymond Farris, Donald W. Smith, Franklin E. Lewis. Fourth Row - Barbara U. Harry, James H. Parker, John L. Dickens, Robert E. Cook, D. Elwood Porshia, Dallas J. Cook.



STAFF: Front Row L-R - Kathryn M. Williams, Brenda C. Brooks, Helen H. Rosenbaum, Edith W. Wright, Lucille G. Kinkade. Second Row - Thelma J. Wright, Ruth O. Terry, Charlotte S. Sutherland, Joyce E. Cornette, Howard W. Williams. Third Row - E. R. Thompson, Harlan S. Pafford, Allen J. Abel, Charles E. Harkins, Marvin E. Winters.

PART II

**ELEMENTARY AND
SECONDARY EDUCATION
IN
SMYTH COUNTY
1832-1977**

**By
J. Leonard Mauck, M.A.**

**A Continuation of Part I
Secondary Education in Smyth County
1832-1940**

and

**The addition of material,
information and statistics in Part II
which was not included in Part I**

to make

**A Complete History of
Education in Smyth County**

**For the purpose of preserving the information contained herein
for the pleasure and edification of present and future generations.**

PART II

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AND 1962

These Progress Reports were written at the end of each year as requested by the Smyth County News. The news published these reports along with year end reports of many other agencies and organizations in the county. It seemed appropriate to include these reports in this history because they contained detailed information regarding educational history for these years.

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1948-1976

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The Old And The New In Pictures
Pictures of older buildings which
were being used as schools in 1954,
followed by the pictures of newer
school buildings and others which
were in use in 1978.

A picture of the faculty of each
1978 school is included.

These pages are not numbered and
may be found in the middle of
this volume between Part I and
Part II.

PART II

INTRODUCTION

The Title Page of the Thesis, page i, and the Introduction on pages iv, v, and vi, give clearly the reason and purpose for the study which resulted in the Thesis which contains all of Part I. The Thesis was presented to the Graduate Faculty of The University of Virginia as one of the requirements for the Degree of Master of Arts. The Thesis was approved by the Graduate Faculty and the Author was awarded the Master of Arts Degree from The University on August 30, 1940.

The facts and information contained in Part I are carefully documented as required by The University. The Thesis covered the History of Education in Smyth County from 1832 thru 1940.

The facts, figures and other data contained in Part II are not so well documented as they were in Part I. All of them are based on first hand information from the author in addition to facts contained in minute books, teachers' registers and other records on file in the Smyth County Superintendent of Schools' office. Information received from direct contact with certain people is credited in the text to those individuals.

The author of this book began teaching in Smyth County in 1931. In addition to his teaching duties, he was

Assistant Principal and Coach of all sports at Saltville High School from 1931 to 1941. He was Principal of Saltville High and Elementary School from 1944 to 1948 and from 1948 until 1974, when he retired, he was Superintendent of Smyth County Schools.

About the time the author retired, he was encouraged to continue his study of education and collection of data on same and bring his history up-to-date from 1940. The suggestion has been followed and the result will be Part I and Part II contained in one book.

Part II has not been edited or checked for small mistakes or complete accuracy. The author describes some of the history as he remembers it or as someone else remembered it after almost fifty years. The statistics were checked and are reasonably accurate.

CARNEGIE HIGH SCHOOL

1931-32 to 1964-65

<u>Year</u>	<u>Principal</u>	<u>No. Pupils</u>
1931-32	E. W. Epps	37
1932-33	L. D. Dabney	44
1933-34	L. D. Dabney	32
1934-35	L. D. Dabney	29
1935-36	L. D. Dabney	25
1936-37	L. D. Dabney	28
1937-38	L. D. Dabney	25
1938-39	L. D. Dabney	26
1939-40	L. D. Dabney	28
1940-41	L. D. Dabney	24
1941-42	L. D. Dabney	21
1942-43	L. D. Dabney	21
1943-44	L. D. Dabney	21
1944-45	L. D. Dabney	23
1945-46	L. D. Dabney	41
1946-47	L. D. Dabney	40
1947-48	L. D. Dabney	29
1948-49	L. D. Dabney	38
1949-50	L. D. Dabney	33
1950-51	L. D. Dabney	40
1951-52	L. D. Dabney	37
1952-53	L. D. Dabney	41
1953	L. D. Dabney	38

<u>Year</u>	<u>Principal</u>	<u>No. Pupils</u>
1954-55	L. D. Dabney	35
1955-56	L. D. Dabney	38
1956-57	L. D. Dabney	37
1957-58	L. D. Dabney	31
1958-59	L. D. Dabney	34
1959-60	L. D. Dabney	30
1960-61	L. D. Dabney	31
1961-62	L. D. Dabney	37
1962-63	L. D. Dabney	40
1963-64	L. D. Dabney	29
1964-65	L. D. Dabney	38

When Carnegie School was opened in 1931-32, there were four one room Negro schools left in operation: Saltville, Sugar Grove, Rich Valley, and Chilhowie. The Chilhowie School ceased operation after the 1933-34 session. Sugar Grove was closed after the 1935-36 session and Rich Valley was closed after the 1939-40 session. The one room Saltville School remained in operation until after the 1963-64 school session. After the 1964-65 school session, Carnegie was closed and Negro pupils went to the school nearest their home. Teachers were employed at other schools.

CHILHOWIE HIGH SCHOOL

1940-41 to 1975-76

<u>Year</u>	<u>Principal</u>	<u>No. Pupils</u>
1940-41	J. W. Bowman	144
1941-42	J. W. Bowman	143
1942-43	J. W. Bowman	143
1943-44	J. W. Bowman	189
1944-45	J. W. Bowman	196
1945-46	J. W. Bowman	204
1946-47	J. W. Bowman	210
1947-48	J. W. Bowman	231
1948-49	C. P. Price	218
1949-50	G. E. Copenhaver	270
1950-51	G. E. Copenhaver	290
1951-52	G. E. Copenhaver	294
1952-53	G. E. Copenhaver	331
1953-54	G. E. Copenhaver	336
1954-55	G. E. Copenhaver	366
1955-56	G. E. Copenhaver	374
1956-57	French Kreger	357
1957-58	French Kreger	377
1958-59	French Kreger	391
1959-60	French Kreger	356
1960-61	French Kreger	401
	French Kreger	

<u>Year</u>	<u>Principal</u>	<u>No. Pupils</u>
1961-62	French Kreger	408
1962-63	French Kreger	496
1963-64	William Baker	483
1964-65	William Baker	516
1965-66	William Baker	521
1966-67	William Baker	503
1967-68	William Baker	507
1968-69	William Baker	525
1969-70	William Baker	570
1970-71	Cleve Compton	569
1971-72	Cleve Compton	593
1972-73	Cleve Compton	600
1973-74	Cleve Compton	604
1974-75	Cleve Compton	609
1975-76	Cleve Compton	652

1940-41

RIVERSIDE HIGH SCHOOL

Minnie Rouse

High school pupils sent to Chilhowie after 1940-41

16 8 and 9 grades

MARION HIGH SCHOOL

1940-41 to 1975-76

<u>Year</u>	<u>Principal</u>	<u>No. Pupils</u>
1940-41	Woodrow Wilkerson	375
1941-42	Woodrow Wilkerson	378
1942-43	Woodrow Wilkerson	393
1943-44	Woodrow Wilkerson	403
1944-45	Woodrow Wilkerson	405
1945-46	Herman L. Horn	475
1946-47	W. J. Delong	535
1947-48	W. J. Delong	560
1948-49	W. J. Delong	623
1949-50	T. M. Gillespie	705
1950-51	T. M. Gillespie	789
1951-52	T. M. Gillespie	785
1952-53	T. M. Gillespie	813
1953-54	T. M. Gillespie	825
1954-55	T. M. Gillespie	854
1955-56	T. M. Gillespie	891
1956-57	T. M. Gillespie	934
1957-58	Howard Williams	899
1958-59	Howard Williams	917
1959-60	Howard Williams	903
1960-61	Howard Williams	967
	Howard Williams	

<u>Year</u>	<u>Principal</u>	<u>No. Pupils</u>
Marion Senior High School 10-11-12 & $\frac{1}{2}$ of 9 1961-62	Howard Williams	520
1962-63	Howard Williams	608
1963-64	Howard Williams	637
1964-65	Howard Williams	708
1965-66	Howard Williams	717
1966-67	Howard Williams	743
1967-68	Howard Williams	759
1968-69	Howard Williams	767
9-10-11-12 from Sugar Grove added 1969-70	Howard Williams	891
$\frac{1}{2}$ 9 from Junior High added 1970-71	Howard Williams	1075
1971-72	Howard Williams	1098
1972-73	Howard Williams	1110
1973-74	Howard Williams	1130
1974-75	Howard Williams	1121
1975-76	James E. Earp, Sr.	1152
	Jerry Hicks	

1940-41	ATKINS HIGH SCHOOL
1941-42	R. A. Bennington
	R. A. Bennington

High school pupils sent to Marion after 1941-42

62 8th thru 11
27 8 and 9 only

THE STORY BEHIND THE STORY OF MARION SENIOR HIGH SCHOOL

Where were the pupils in 1950? In the area now served by Marion Senior High School.

Elementary

High School

<u>Name</u>	<u>Grades</u>	<u>Teachers</u>	<u>Pupils</u>
Centenary	1-5	1	31
Laurel Springs	1-5	1	35
Laurel Valley	1-6	1	37
Pendleton Chapel	1-6	3	115
Ebenezer	1-6	2	54
Groseclose	1-4	2	57
Lansdown	1-5	2	44
Teas	1-4	2	82
Walker's Creek	1-5	2	69
Oak Point	1-7	4	147
Atkins	1-7	7	281
Marion	1-7	30	1196

Seventh grade was housed in Marion High School building (now Marion Junior High). Grades 1-3 in present office building. Grades 4-6 in old high school building on Park Street (burned later).

Sugar Grove	1-7	7	270	
Carnegie	1-7	2	71	
Carnegie	8-12	3	35	631
Marion High	8-11	26		124
Sugar Grove High	8-11	6		

In most of the larger elementary schools, the first and second grades attended for one-half day only.

The only schools with indoor toilets were Marion, Sugar Grove, Atkins and Carnegie.

The School Board was fully aware of the conditions which existed. Large classes - 35 or 40 pupils under one teacher.

Multiple grade classes - grades 1-6 under one teacher. Unsanitary conditions. Impossibility to keep building warm and one pot-bellied stove, etc. Knowledgeable educators and others who studied the situation realized that consolidation, along with better equipment and facilities which would attract better teachers, taken all together, would provide a higher quality of education more efficiently. But consolidation was a dirty word and remains so to this day. The Board often met with violent resistance when consolidation was suggested.

The building housing grades 4-6 on Park Street in Marion burned in 1951. For two or three years, the pupils were housed in the Marion Community Center, the basement of the present School Board building and temporary wooden structures erected on the town parking lot and on the lot next to what is now Marion Junior High School. For two years, two fifth grade sections and their teachers were bused from Marion to Oak Point School daily.

Prior to the fire, the School Board had proposed a bond issue for \$1,500,000 to construct two consolidated high schools for the entire county at a cost of \$1,250,000 and to make an addition to Carnegie School.

Consolidation was the main issue during the bond election campaign but the amount of money involved stirred up some feeling. During the campaign for the bond election, some influential people offered a counter-proposal to spend only half as much money and make classroom additions to all the old buildings in Smyth County.

This would have been a tragedy. However, a careful study of the old buildings showed that the old buildings were in poor condition and were not suitable for a modern program of education.

The bond issue vote during the 1951-52 school year was defeated by a three to one margin. Something had to be done to get the elementary children in Marion out of the temporary situations. An agreement was finally reached to borrow \$300,000 at 2% interest from the Literary Fund of Virginia. An additional amount was allotted from cash on hand and a contract was signed for something over half a million dollars for the erection of the twenty-eight-classroom Marion Intermediate School. This building was to house all the elementary children above the third grade in Marion.

After the bond election defeat and the erection of Marion Intermediate School, a plan was agreed upon which included new high schools for Marion, Chilhowie, Rich Valley, Saltville and new elementary schools and additions elsewhere.

This building plan remained at a standstill for several years because people were hesitant to have another bond election and money was not available from any other source.

Building costs were rising rapidly, crowded conditions were becoming worse all the time due to the high birthrate of the late forties and early fifties and the fact that holding power was becoming

It was agreed that some start had to be made on a county-wide building program even if it had to be done piecemeal.

Money could be made available without raising the levy and new vocational shop buildings were constructed in 1955-56 on the new high school sites at Marion, Chilhowie and Rich Valley. For two, three or four years, pupils were bused from the old high school buildings to the shops on the new sites.

The Town of Saltville borrowed money from the Virginia Retirement System and erected a complete new high school about this time.

After several delays, the Smyth County School Board and the Board of Supervisors agreed to a new bond election for \$1,680,000 which passed in 1956.

Complete new high schools at Chilhowie and Rich Valley were constructed. Rich Valley opened in September, 1958 and Chilhowie in December of the same year.

The high school situation in Marion was becoming desperate by 1958 due to crowded conditions at Marion High School. About 900 pupils, grades 8-12, were housed in the present Junior High School. Temporary wooden classrooms were still in use and buses were still transporting vocational pupils to the new shop between periods.

The problem was money. The amount necessary to construct a complete new Marion High School for grades 9-12 was not available in 1958. It was decided to build what we could

with the money which could be made available at that date and hope that the building could be finished at a later date. Contract was signed in late 1959 for this construction. There were no gymnasium or dressing room facilities, so the high school athletic program shared dressing room facilities and playing court with the elementary school next door and also a number of classrooms for a number of years. There was not enough classroom space or library space for all of the ninth grade pupils so one-half of the ninth grade pupils were required to remain at the Junior High School. This phase of the Senior High School construction was opened in the fall of 1961.

The Carnegie School on Iron Street which housed all the Negro pupils in Smyth County was closed at the end of the 1964-65 school session and the pupils were transferred to the school in the area of their residence.

A contract for a gymnasium for the Senior High School was let in 1968.

A contract for a twelve classroom and library expansion addition to the Senior High School was let in 1969. In September, 1969, grades 9-12 of Sugar Grove High School were moved to Marion. A greenhouse was erected about this time and also a metal shop building was added to expand the Vocational Shop Program.

In September, 1970, the twelve classroom addition was completed and the other half of the ninth grade pupils were moved from the Junior High School.

Phases of Construction of Marion Senior High School

Phase 1 - 1955 - Vocational building constructed on the new site.

Phase 2 - 1961 - Classroom, auditorium, cafeteria, library, band room, etc.

Phase 3 - 1968 - Construction of a gymnasium.

Phase 4 - 1969 - Erection of a greenhouse.

Phase 5 - 1970 - Enlarging the library and erection of a twelve classroom addition completed.

A history of the construction of the stadium, stadium toilets, field house and concession stand and track at Marion Senior High School is a separate story in itself. This fine facility has been provided at little or no cost from School Board funds. There is no way of knowing exactly how much this facility cost but a conservative estimate of the value would be at least \$300,000. To me, this is a perfect example of what can be done when large numbers of people work together and selfish interests are subordinated to the common good.

To indicate that there was no opposition would be far from the truth. Suspensions were aroused, "red herrings" were brought into the picture, accusations were voiced, but luckily most of the "dirty linen" was washed in private.

The idea for a stadium was born in 1953. \$60,000 in cash was raised through gifts from industries, businesses, civic organizations, individuals and governing bodies. A large amount of free labor, free material, the use of equipment such as trucks, graders, bulldozers, payloaders, etc., for free, and a lot of

planning time and engineering was done free of charge. Approximately 100,000 yards of dirt was moved in the project.

Within a year or so all the money had been spent. Marion had a stadium complex with about 3,400 seats for football, lights for night football and baseball and some other minor items. There were no toilets, no baseball grandstand and no concession stand, no paved parking area, no fence, no practice field, no track, no field house.

The second phase of this construction took place when thirty men each signed a note for \$400 as security and \$12,000 was borrowed from the bank. This \$12,000 along with "free everything" made it possible to build a concession stand, baseball grandstand, and toilet facilities. A percentage of the stadium gate receipts and profits from the concession stand made it possible to amortize this loan over a period of seven years.

In 1964, Marion Baseball, Inc., came into being and the New York Mets placed a Rookie team in Marion and have used the stadium facilities each summer since that time. The Town of Marion has used the stadium facilities in its recreational program from its beginning. Cooperation among Marion Baseball, Inc., the Town of Marion, Marion High School Athletic Association, many benefactors and unnamed donors have made or caused to be made many improvements to the stadium complex through the years. The lighting system has been improved. A field house and concession stand and third base grandstand combination has been improved,

a cyclone and concrete block fence has been placed around the entire area, the baseball infield has been sodded and tons of fertilizer has been placed on the grass all over the stadium.

In 1971, a group of interested citizens raised between five and six thousand dollars in donations and a fine paved track and field event facilities were completed.

A modern Press Box was added to the stadium in the summer of 1974 through the cooperation and financial help between one of our larger industrial concerns and Marion High School Athletic Department.

MARION JUNIOR HIGH SCHOOL

1961-62 to 1975-76

<u>Year</u>	<u>Principal</u>	<u>No. Pupils</u>
1961-62	John Neely	637 (7, 8, $\frac{1}{2}$ -9)
1962-63	Robert Horn	645
1963-64	Lewis Clay	643
1964-65	Lewis Clay	638
1965-66	Lewis Clay	627
1966-67	Lewis Clay	620
1967-68	Lewis Clay	641
1968-69	Lewis Clay	681
1969-70	Lewis Clay	701
9th grade pupils transferred to Marion Senior 1970-71	Lewis Clay	541
1971-72	Lewis Clay	587
1972-73	Lewis Clay	587
1973-74	Lewis Clay	583
1974-75	Lewis Clay	538
1975-76	Lewis Clay	549

RICH VALLEY HIGH SCHOOL

1940-41 to 1975-76

<u>Year</u>	<u>Principal</u>	<u>No. Pupils</u>
1940-41	Franklin Hillman	193
1941-42	Franklin Hillman	200
1942-43	Leon Noel	173
1943-44	Leon Noel	160
1944-45	R. T. Carter	165
1945-46	A. P. Levicki	224
1946-47	A. P. Levicki	204
1947-48	A. P. Levicki	215
1948-49	A. P. Levicki	255
1949-50	A. P. Levicki	265
1950-51	A. P. Levicki	236
1951-52	A. P. Levicki	277
1952-53	R. M. Buchanan	259
1953-54	R. M. Buchanan	241
1954-55	R. M. Buchanan	241
1955-56	R. M. Buchanan	265
1956-57	R. M. Buchanan	295
1957-58	R. M. Buchanan	290
1958-59	R. M. Buchanan	309
1959-60	R. M. Buchanan	303
1960-61	R. M. Buchanan	268
1961-62	R. M. Buchanan	303
	R. M. Buchanan	

<u>Year</u>	<u>Principal</u>	<u>No. Pupils</u>
1962-63	R. M. Buchanan	393
1963-64	R. M. Buchanan	392
1964-65	James K. Osborne	395
1965-66	Harold Williams	397
1966-67	Harold Williams	380
1967-68	Harold Williams	370
1968-69	Harold Williams	374
1969-70	Harold Williams	358
1970-71	Harold Williams	353
1971-72	Harold Williams	343
1972-73	Harold Williams	335
1973-74	Harold Williams	319
1974-75	Harold Williams	303
1975-76	Harold Williams	311
1940-41	NEBO HIGH SCHOOL 8 & 9 only	12
1941-42	I. O. Foglesong	12
	I. O. Foglesong	

High school pupils were sent to Ceres High School in Bland County after the 1941-42 school year. A Bland County school bus came thru the area for a number of years. The high school pupils and the 7th grade pupils in this area were transferred to Rich Valley High School about 1958 or 1959. The Nebo School was

SALTVILLE HIGH SCHOOL

1940-41 thru 1975-76

<u>Year</u>	<u>Principal</u>	<u>No. Pupils</u>
1940-41	R. M. Buchanan	194
1941-42	R. M. Buchanan	197
1942-43	R. M. Buchanan	176
1943-44	R. M. Buchanan	156
1944-45	J. Leonard Mauck	148
1945-46	J. Leonard Mauck	155
1946-47	J. Leonard Mauck	193
1947-48	J. Leonard Mauck	215
1948-49	R. M. Buchanan	296
1949-50	R. M. Buchanan	358
1950-51	R. M. Buchanan	388
1951-52	A. P. Levicki	379
1952-53	A. P. Levicki	411
1953-54	A. P. Levicki	408
1954-55	A. P. Levicki	413
1955-56	Lynn Moore	431
1956-57	Lynn Moore	452
1957-58	Lynn Moore	484
1958-59	Lynn Moore	487
1959-60	Lynn Moore	481
1960-61	Lynn Moore	481

<u>Year</u>	<u>Principal</u>	<u>No. Pupils</u>
1961-62	Lynn Moore	516
1962-63	Lynn Moore	504
1963-64	Lynn Moore	509
1964-65	Lynn Moore	478
1965-66	Lynn Moore	493
1966-67	Robert McCoy	531
1967-68	Robert McCoy	500
1968-69	Robert McCoy	510
1969-70	Robert McCoy	523
1970-71	Robert McCoy	524
1971-72	Robert McCoy	457
1972-73	Robert McCoy	427
1973-74	Kelly Osborne	413
1974-75	Kelly Osborne	405
1975-76	Kelly Osborne	396

1940-41	ALLISON GAP HIGH SCHOOL	55
1941-42	F. M. Eversole	46
(8 & 9 grades only) 1942-43	F. M. Eversole	27
1943-44	I. O. Foglesong	18
1944-45	I. O. Foglesong	30
1945-46	I. O. Foglesong	37
1946-47	I. O. Foglesong	44
1947-48	I. O. Foglesong	50

THE STORY BEHIND THE STORY OF

R. B. WORTHY HIGH SCHOOL AND SALTVILLE ELEMENTARY SCHOOL

Saltville	R. B. Worthy High School	\$675,000
	Saltville Elementary School	\$300,000

Saltville has been a separate school district since early in the 1900's. Saltville, until recent years, was a "company town". Mathieson Alkali Works literally owned the town. Mathieson owned approximately 90% of the residences and rented them to employees of the company at a very low figure. A golf course, swimming pool, ball park, hotel, club house and schools were owned by Mathieson. Mathieson owned and operated a "company store" for the convenience of employees. The store had many departments, including a grocery, hardware, mens', womens', and childrens' shoes and clothing, furniture, and a pharmacy. The upkeep, repairs, and improvements on all these facilities were taken care of by a "Company Housing Department". Mathieson paid about 80% of the assessed county taxes of the town property. Since Saltville was a separate school district, the school taxes collected by Smyth County had to be returned to Saltville for school purposes. In addition to taxes paid, Mathieson, in a normal year (until recently) contributed from \$35,000 to \$50,000 in cash near the end of each year to make up any deficit incurred in operating the town schools. Mathieson officials held that it was their duty to maintain good schools and

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operate an outstanding school system for many years.

At one time during the great depression of the 1930's, Saltville teachers were paid \$125.00 per month, while teachers in other parts of Smyth County were paid \$67.50 per month.

When time came to erect a new high school and a new elementary school in the late 1950's and early 1960's, Mathieson took the lead in getting the job done. The town borrowed \$460,000 from the Virginia State Literary Fund for a new high school. Mathieson gave the land to the town at no cost. Architectural drawings and specifications were developed by the Engineering Department of Mathieson at no cost. The Engineering and Construction Department handled the construction for free and furnished some of the labor; all the equipment needed such as hoists, backhoes, bulldozers, concrete mixers, hammers, saws, etc., were furnished free by Mathieson.

In the above construction cost of the two Saltville schools, it has been estimated that what Mathieson gave and did free amounted to \$250,000 or more.

SUGAR GROVE HIGH SCHOOL

1940-41 to 1975-76

<u>Year</u>	<u>Principal</u>	<u>No. Pupils</u>
1940-41	Fred McDonald	97
1941-42	Fred McDonald	103
1942-43	Fred McDonald	101
1943-44	Fred McDonald	97
1944-45	Fred McDonald	105
1945-46	Fred McDonald	107
1946-47	DeMott Robertson	107
1947-48	DeMott Robertson	109
1948-49	Charles Clear	101
1949-50	Charles Clear	118
1950-51	Charles Clear	133
1951-52	Charles Clear	130
1952-53	French Kreger	122
1953-54	French Kreger	137
1954-55	French Kreger	141
1955-56	French Kreger	147
1956-57	Charles Cullop	147
1957-58	Charles Cullop	163
1958-59	Sam Cox	168
1959-60	Sam Cox	166
1960-61	Sam Cox	180
1961-62	Sam Cox	193

<u>Year</u>	<u>Principal</u>	<u>No. Pupils</u>
1962-63	Sam Cox	205
1963-64	E. R. Thompson	195
1964-65	E. R. Thompson	183
1965-66	Greever Crouse	196
1966-67	Greever Crouse	184
1967-68	Greever Crouse	192
1968-69	Greever Crouse	189
1969-70	Greever Crouse	41
1970-71	Greever Crouse	53
1971-72	Greever Crouse	48
1972-73	Greever Crouse	46
1973-74	Greever Crouse	38
1974-75	Greever Crouse	58
1975-76	Greever Crouse	43

Grades 9 to 11 were sent to Marion Senior High School or Chilhowie High School after 1968-69. After 1968-69, the number of pupils listed for Sugar Grove High School are those who are in the 8th grade. Approximately 20% of the Sugar Grove pupils finishing the 8th grade there enroll at Chilhowie High School and the other 80% attend Marion Senior High School.

SMYTH COUNTY VOCATIONAL SCHOOL

HISTORY AND STATISTICS FOR

1971-72 to 1978-79

Federal funds originating from the so-called Appalachian Bill and Vocational Acts provided the impetus and a high percentage of the money for the construction of this school.

Money from this source had been available for construction of vocational schools in school divisions for many years. The State Department of Education placed school divisions in the Appalachian area on a priority list to receive these funds. A formula was developed which determined the percentage of the cost to be borne by the locality and federal and state funds based on taxable wealth of the locality. For Smyth County, this percentage was approximately 29% from county funds and 71% from state and federal funds.

The Smyth County School Board borrowed \$260,000 from the State Literary Fund at 3% interest and provided for spending an additional amount from accumulated cash for the county's part.

After the finances were arranged, a committee from the School Board selected a site at Seven Mile Ford and it was purchased. Echols, Sparger and Associates were selected as the architects and the school was subsequently erected and opened in September 1971.

The overall plan called for pupils taking subjects at the Vocational School in home high

They would then be bussed to the Vocational School and spend the other half day developing skills, knowledges and competencies in the special vocational area of their choosing.

Adult courses in specific areas for both one half day and full day courses were to be offered.

For the first year of operation the following courses were offered:

- | | |
|-------------------------------|------------------------------|
| 1. Licensed Practical Nursing | 5. Welding Cluster |
| 2. Nurses Aides | 6. Building Trades Cluster |
| 3. Auto Mechanics | 7. Vocational Home Economics |
| 4. Drafting | 8. Weaving |

Night classes have been offered in many subject areas when there has been demand for same.

This school has been so successful that at the present time money from local, state and federal funds has been provided and plans are being developed by Dewberry, Nealon and Davis to double the size of this facility. It is estimated to cost \$1,236,000 and will probably be opened in September 1977.

New courses to be offered include:

- | | |
|-----------------|---------------|
| 1. Auto Body | 4. Printing |
| 2. Carpentry | 5. Clothing |
| 3. Metal Trades | 6. Child Care |

For the first year of operation in 1971-72, the Vocational School enrolled 177 pupils. For the year 1977-78, the enrollment was 298. The school will probably enroll 372 pupils for the 1978-79 school year.

Jerry M. Hicks was principal of the Vocational School the first four years and E. Michael Snavely has been principal for the past three years.

THE STORY IN STATISTICS

1921-22

Elementary Schools

CHILHOWIE AREA:

<u>One Room Schools</u>	<u>No. Pupils</u>	<u>Two Room Schools</u>	<u>No. Pupils</u>
Flatwoods	38	Cleghorn	88
Gollehon	47	Walkers Creek	84
Oak Grove	55	Total	172
Tates Chapel	41		
Total	181		
<u>Three Room Schools</u>		<u>Larger Schools</u>	
Piedmont	134	Chilhowie	302
Seven Mile Ford	92	Riverside	108
Total	226	Total	410

MARION AREA:

<u>One Room Schools</u>	<u>No. Pupils</u>	<u>Two Room Schools</u>	<u>No. Pupils</u>
Bear Creek	28	Pendleton Chapel	149
Cave Spring	36	Union	44
Centenary	37	Total	193
Ebenezer	38		
Laurel Springs	45		
Lindamood	27		
Mitchell Valley	56		
Mt. Zion	40		
Nix Creek	39		
Spruce Creek	23		
Total	369		
<u>Three Room Schools</u>		<u>Larger Schools</u>	
Atkins	136	Marion Graded	152 (Negro)
Attoway	124	Marion Elementary	516
Groseclose	121	Total	668
Greenwood	59		
Mt. Carmel	78		
Oak Point	114		
Total	632		

RICH VALLEY AREA:

<u>One Room Schools</u>	<u>No. Pupils</u>	<u>Two Room Schools</u>	<u>No. Pupils</u>
Cave	27	Carters	63
Ezelle	44	Chatham Hill	72
Ellendale	38	Nebo	55
Lick Creek	21	Ridgedale	49
Lyons Gap	46	Union	40
New Cove	39	Total	279
North Holston(Negro)	38		
Old Cove	33		
Spratts Creek	37		
Taylors	34		
Total	357		

Three Room Schools

McCreadys Gap	133
Broadford	72
North Holston	99
Pleasant Grove	105
Total	409

SALTVILLE AREA:

<u>One Room Schools</u>	<u>No. Pupils</u>	<u>Two Room Schools</u>	<u>No. Pupils</u>
Henrytown	77		50
Perryville	75	Cedar Branch	108
Total	152	Quarry	158
		Total	

Larger Schools

Allison Gap	197
Saltville	471
Total	668

SUGAR GROVE AREA:

<u>One Room Schools</u>	<u>No. Pupils</u>	<u>Two Room Schools</u>	<u>No. Pupils</u>
Blue Springs	24		50
Camp	46	Cedar Springs	89
Sugar Grove(Negro)	41	Lansdown	103
Summit	56	Teas	242
Valley View	36	Total	
Total	223		

SUGAR GROVE AREA (Cont'd.)

<u>Larger Schools</u>	<u>No. Pupils</u>
Sugar Grove	212
Total	212

1921-22:

Total High School Pupils 484

Total Elementary Pupils 5,531

A listing of the schools which offered instruction in the higher branches (high school) is given below, along with the number of grades offered, the number of teachers assigned to high school work and the number of pupils who were taking high school work. Tuition was charged to the pupils for the high school grades. However, the rate was not uniform in all of the districts. It ranged from 50c to \$2.50 per month per pupil. In Marion and Saltville, no tuition was charged for pupils within the corporate limits and a few other districts followed the same practice.

In all of the schools which offered instruction in the higher branches, the high school pupils were housed in the same building as the elementary pupils. A new two-story brick building had been opened in Saltville for the 1906-07 school year. It contained seven classrooms and an auditorium. The auditorium could be made into two classrooms with its arrangement of sliding doors. This structure cost \$30,000 and was

financed by the Town of Saltville. Only two rooms were used for high school purposes until 1915 when a two-story, four-room frame building was erected to care for part of the elementary school.

Schools Offering High School Work

<u>Name</u>	<u>Grades</u>	<u>Teachers</u>	<u>Pupils</u>
Atkins	8,9	1	9
Attoway	8	$\frac{1}{2}$	10
Broadford	8,9,10	1	17
Chatham Hill	8,9	1	12
Chilhowie	8,9,10	$1\frac{1}{2}$	45
Groseclose	8	$\frac{1}{2}$	10
Greenwood	8	$\frac{1}{2}$	8
Marion High	8 to 11	4	112
Mt. Carmel	8,9	1	12
Nebo	8,9	$\frac{1}{2}$	10
Pleasant Grove	8,9	1	12
Oak Point	8,9	1	22
Riverside	8,9	1	10
Seven Mile Ford	8,9,10	1	17
Sugar Grove	8,9,10	1	26
Saltville	8 to 11	<u>5</u>	<u>152</u>
Total		$21\frac{1}{2}$	484

Standard scale of salaries for teachers and principals for 1921-22 as taken from the minute book of the Smyth County School Board for July 11, 1921:

Principals

High School Principal
Three Room Grammar School
Two Room Grammar School

\$90.00 per month
\$80.00 per month
\$75.00 per month
\$70.00/month
\$70.00/month
\$55.00/month
\$75.00/month
\$60.00/month
\$65.00/month

Teachers

First Grade Certificate
Junior College Certificate-No Experience
High School Normal Training
Normal Professional-Two Years College
Second Grade Certificate and Good Record
Elementary Professional-No Experience

It must be remembered that in 1921-22 high school principals taught a regular schedule of classes for all but one or two periods of the day. All elementary principals were called head teachers and taught classes for the entire day.

It is interesting to note that in 1921-22 all schools did not operate for the same number of twenty day months.

Schools Operating Nine Months

Chilhowie Elementary and High School
Marion Grammar School
Marion High School
North Holston Elementary
Perryville
Riverside Elementary and High School
Sugar Grove Elementary and High School
Saltville Elementary and High School

All the rest of the schools operated for seven months only.

The limited records available do not show but it is believed that the towns or industry located nearby or parents in the community subsidized the schools for the two months beyond the seven month term.

Classes were large. It was not unusual for a teacher in a one room school to have an enrollment of fifty pupils in grades one to seven. The average number of pupils enrolled per teacher in the elementary grades was close to forty. However, attendance was poor and rarely were more than thirty pupils there at one time.

The age of children in the elementary schools ranged from six to eighteen

The salaries of teachers in Smyth County were not uniform even though there was a scale based on size of school and grade of certificate. In most of the schools, the yearly salary ranged from \$400 to \$500 for a seven month term. The head teacher or principal was paid a small extra amount, and usually taught the higher branches or upper grades.

Teachers in the larger centers were paid a higher salary which was probably subsidized in some way as stated above.

1. Marion teachers were paid \$900 per year.
2. Saltville elementary teachers were paid \$855 per year and high school teachers were paid \$1,125 per year.
3. Chilhowie teachers were paid \$675 per year.
4. A few other communities paid the teachers a \$50 to \$100 subsidy.

An old single sheet memorandum for June 30, 1921 states that 155 teachers were employed and that the average number of pupils per teacher for the county was forty-six.

This same sheet gives the total indebtedness of the three districts as \$10,308.

The average number of pupils per teacher in 1921-22, given by districts is as follows:

First District (from Chilhowie to Wythe County not including Marion)	45 Pupils per Teacher
Second District (Rich Valley)	43 Pupils per Teacher
Third District (Rye Valley, Riverside)	50 Pupils per Teacher
Marion (Town)	29 Pupils per Teacher
Saltville	per Teacher

THE STORY IN STATISTICS

1931-32

Elementary Schools

CHILHOWIE AREA:

<u>One Room Schools</u>	<u>No. Pupils</u>	<u>Two Room Schools</u>	<u>No. Pupils</u>
Barracks	44	Cleghorn	78
Chilhowie (Negro)	19	Konnarock	94
Flatwoods	30		
Gollehon	30		
Oak Grove	41		
Walkers Creek	48		
<u>Three Room Schools</u>		<u>Larger Schools</u>	
Piedmont	131	Chilhowie	253
Riverside	94	7 Teachers	
Seven Mile Ford	93		

MARION AREA:

<u>One Room Schools</u>		<u>Two Room Schools</u>	
Bear Creek	29	Attoway	82
Centenary	35	Carnegie	79
Curran Valley	33	Groseclose	76
Ebenezer	42	Union	57
Furnace Hill	28		
Greenmountain	18	<u>Three Room Schools</u>	
Greenwood	44	Oak Point	76
Cassell	26	Pendleton Chapel	165
Laurel Spring	72		
Lindomood	35	<u>Larger Schools</u>	
Mt. Zion	32	Atkins 7 Teachers	257
Mitchell Valley	31	Marion 15 Teachers	580
Nix Creek	47		

RICH VALLEY AREA:

<u>One Room Schools</u>	<u>No. Pupils</u>
Cave	30
Chatham Hill	45
Ezelle	21
Lick Creek	23
North McCready(Negro)	28
New Cove	55
Old Cove	35
Pleasant Grove	28
Poor Valley	33
Ridge	47
Rich Valley (Negro)	18
Spratts Creek	39
Union	40

<u>Two Room Schools</u>	<u>No. Pupils</u>
Broadford	67
Carters	111
Zion	39

Three Room Schools

McCreadys Gap	140
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Larger Schools

North Holston	139	4 Teachers
Rich Valley	161	4 Teachers

SALTVILLE AREA:

One Room Schools

Cedar Branch	42
Saltville (Negro)	20

Larger Schools

Allison Gap	309
Saltville	533

Two Room Schools

Buckeye	68
Henrytown	86
Quarry	114

SUGAR GROVE AREA:

One Room Schools

Blue Springs	26
Camp	20
Summitt	56
Sugar Grove (Negro)	18

Larger Schools

Sugar Grove	178	4 Teachers
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Two Room Schools

Teas	63
Valley View	26
Lansdown	73

Schools Offering High School Work in 1931-32

<u>Name</u>	<u>Grades</u>	<u>Teachers</u>	<u>Pupils</u>
Attoway	8,9,10	1	15
Atkins	8,9,10,11	1	25
Barracks	8,9,10,11	1	25
Carnegie	8,9,10	1	37
Chilhowie	8,9,10,11	5	110
Saltville	8,9,10,11	8	200
Zion	8,9	$\frac{1}{2}$	4
Marion High	8,9,10,11	7	201
Oak Point	8,9	1	19
Piedmont	8	1	7
Rich Valley	8,9,10,11	6	169
Riverside	8,9	1	20
Sugar Grove	8,9,10,11	<u>4</u>	<u>77</u>
Total		37 $\frac{1}{2}$	909

By 1931-32, some improvement had been made in the length of term for the smaller rural schools. Atkins, Barracks, Carnegie, Konnarock, Marion, Rich Valley, Riverside, and Saltville were operating on a nine month term. All the rest of the schools had an eight month school term.

Barracks High School at Love's Mill in Washington County was owned and operated jointly by Smyth and Washington Counties. The pupils in the area from both counties attended here.

It is reported the Barracks High School had an endowment during this period. The income from the endowment was used to supplement the salary of the high school English teacher.

The State Superintendents' Annual Report for 1931-32 states that 250 pupils in Smyth County were transported to school at public expense by using five wagons or trucks. It is assumed that the other pupils walked to school.

The first and second grade pupils for many of the schools attended for one-half day only.

One-room schools had various grade offerings such as one to four, one to five, one to six and one to seven.

Teacher salary scales were non-existent in 1931-32. There was no increment for experience. Elementary teachers were paid less than high school teachers. Negro teachers were paid less than white. Teachers with a college degree were paid a slightly higher salary than a non-degree teacher. The towns of Marion and Saltville supplemented the teachers who taught in town schools. The supplement amounted to between \$300 and \$400 per year.

The average annual salary for elementary teachers in Smyth County in 1931-32 was approximately \$650, while the average for high school teachers was about \$900 per year.

There were thirty-five high school teachers in Smyth County Schools for 1931-32.

There were 125 high school graduates for this year and thirty-five of these graduates went on to college and three of them entered business or professional schools after graduation.

Seven of the larger schools had sanitary facilities and running water in the building. The other fifty-eight schools used outdoor toilets and carried drinking water from a spring or well on the school lot or from a neighbors nearby.

Seven of

stoves with

or lump coal furnished the heat for the other fifty-eight schools. It was impossible to keep the buildings warm on cold, windy days.

Atkins, Chilhowie, Marion, Rich Valley and Sugar Grove were four-year high schools accredited by the State Board of Education. Marion and Saltville High Schools were also accredited by the Southern Association of Schools and Colleges.

The total high school enrollment for 1931-32 was 1,027. Some of these pupils were in elementary schools which offered high school work, such as Attoway, Carnegie, Oak Point, Piedmont, Riverside and Nebo.

The total value of school property in Smyth County at this time was \$446,000. The total expenditures for school operation in 1932-33 was \$186,857.76.

The total school enrollment for 1932-33 for Smyth County was 6,804; 177 were Negro and 6,627 were white.

THE STORY IN STATISTICS

1940-41

Elementary Schools

CHILHOWIE AREA:

<u>One Room Schools</u>	No. <u>Pupils</u>	<u>Two Room Schools</u>	No. <u>Pupils</u>
Dry Fork	35	Cleghorn Valley	96
Oak Grove	30	Walkers Creek	79
Total	<u>65</u>	Piedmont	<u>59</u>
		Total	<u>234</u>
<u>Three Room Schools</u>		<u>Larger Schools</u>	
Seven Mile Ford	96	Chilhowie	351
Total	<u>96</u>	Riverside	<u>129</u>
		Total	<u>480</u>

MARION AREA:

<u>One Room Schools</u>	No. <u>Pupils</u>	<u>Two Room Schools</u>	No. <u>Pupils</u>
Ebenezer	35	Groseclose	96
Centenary	36	Nicks Creek	<u>54</u>
Mt. Zion	37	Total	<u>150</u>
Laurel Spring	40		
Greenwood	42		
Bear Creek	31		
Union	32		
Currin Valley	27		
Green Mountain	<u>24</u>		
Total	<u>304</u>		
<u>Three Room Schools</u>		<u>Larger Schools</u>	
Attoway	119	Atkins	235
Oak Point	109	Carnegie (Negro)	<u>83</u>
Pendleton Chapel	<u>127</u>	Total	<u>318</u>
Total	<u>355</u>		

RICH VALLEY AREA:

<u>One Room Schools</u>	<u>No. Pupils</u>	<u>Two Room Schools</u>	<u>No. Pupils</u>
Chatham Hill	25	Broadford	74
New Cove	27	Quarry	<u>101</u>
Poor Valley	37	Total	175
Ridge	41		
Spratts Creek	24		
Old Cove	32		
Lick Creek	42		
Rich Valley (Negro)	18		
Union	<u>65</u>		
Total	311		

Three Room Schools

Carters	98
Nebo	<u>80</u>
Total	178

Larger Schools

McCready	160
North Holston	135
Rich Valley	<u>270</u>
Total	565

SALTVILLE AREA:

<u>One Room Schools</u>	<u>No. Pupils</u>	<u>Two Room Schools</u>	<u>No. Pupils</u>
Cedar Branch	42	Buckeye Hollow	98
Saltville (Negro)	<u>26</u>	Henrytown	<u>82</u>
Total	68	Total	180

Three Room Schools

Larger Schools

Allison Gap	317
Saltville	<u>468</u>
Total	785

SUGAR GROVE AREA:

<u>One Room Schools</u>	<u>No. Pupils</u>	<u>Two Room Schools</u>	<u>No. Pupils</u>
Camp	20	Lansdown	60
Laurel Valley	40	Teas	<u>92</u>
Valley View	<u>35</u>	Total	152
Total	95		

Three Room Schools

Larger Schools

Sugar Grove	260
	<u>260</u>

Schools Offering High School Work

<u>Name</u>	<u>No. Teachers</u>	<u>No. Pupils</u>
Atkins	3	71
Chilhowie	7	149
Marion	16	389
Saltville	9	214
Allison Gap	2	51
Rich Valley	8	240
Sugar Grove	6	123
Carnegie (Negro)	2	24
Total	<u>53</u>	<u>1,261</u>

1940-41	Grand Total High School Pupils	1,261
	Grand Total Elementary Pupils	4,771

1. 2,074 pupils transported by sixteen school busses traveling 144,000 miles per year
2. Total amount spent for school operation in 1940-41 - \$214,627
3. Total number teachers 200 - six were Negro - Average annual salary for teachers (elementary) \$717 - High school \$1,090
4. Total value sites and buildings - \$1,071,200
5. In this year, only eight elementary schools had indoor plumbing. No elementary school had a cafeteria. No elementary school had libraries. No full time principals.

THE STORY IN STATISTICS

1948-49

Buildings and Grounds - Total Value - \$1,034,200

ELEMENTARY

<u>One Room Schools</u>	<u>Grades</u>	<u>Teachers</u>	<u>Pupils</u>
1. Cedar Branch	1-5	1	29
2. Centenary	1-5	1	31
3. Chatham Hill	1-6	1	34
4. Henrytown	1-5	1	32
5. Laurel Springs	1-5	1	35
6. Laurel Valley	1-6	1	37
7. New Cove	1-4	1	41
8. Oak Grove	1-5	1	23
9. Piedmont	1-5	1	34
10. Saltville	1-5	1	20
11. Union	1-7	1	26
	1-5	1	
<u>Two Room Schools</u>			
1. Broadford			52
2. Buckeye Hollow	1-6	2	66
3. Cleghorn	1-4	2	62
4. Ebenezer	1-5	2	54
5. Groseclose	1-6	2	57
6. Lansdown	1-4	2	44
7. Quarry	1-5	2	57
8. Teas	1-5	2	82
9. Walkers Creek	1-4	2	69
	1-5	2	
<u>Three Room Schools</u>			
1. Carters			82
2. Nebo	1-7	3	54
3. Pendleton Chapel	1-7	3	115
4. Seven Mile Ford	1-6	3	102
	1-6	3	
<u>Four Room Schools</u>			
1. McCready			133
2. North Holston	1-7	4	143
3. Oak Point	1-7	4	147
	1-7	4	

<u>Larger Schools</u>	<u>Grades</u>	<u>Teachers</u>	<u>Pupils</u>
1. Atkins	1-7	7	281
2. Allison Gap	1-7	8	331
3. Chilhowie	1-7	14	547
4. Marion Elementary	1-7	30	1,196
5. Rich Valley	1-7	7	263
6. Riverside	1-7	5	173
7. Sugar Grove	1-7	7	270
8. Saltville	1-7	14	510
9. Carnegie	1-7	2	<u>71</u>
		TOTAL	3,642

HIGH SCHOOLS

<u>Larger Schools</u>	<u>Grades</u>	<u>Teachers</u>	<u>Pupils</u>
1. Allison Gap	8-9	2	50
2. Chilhowie	8-11	12	258
3. Marion High	8-11	26	631
4. Rich Valley	8-11	11	241
5. Sugar Grove	8-11	6	124
6. Saltville	8-11	11	241
7. Carnegie	8-11	2	<u>32</u>
		TOTAL	1,577

Description of Facilities in 1948

A. Water and Sanitary Facilities

All twenty-seven one, two, three, and four room elementary schools and two of the larger schools which housed a total of 1,662 elementary age children had no sanitary facilities. Outdoor toilets were used at all of them. Three or four of the twenty-seven smaller schools had water from wells or spring piped into the buildings. The other twenty-three or twenty-four small schools carried water for drinking from wells or springs

located on the school property or at a dwelling house nearby.

B. Libraries

No elementary school in the county had a library. The county library bookmobile visited each school once a month.

Two high schools in the county boasted libraries, which could be called such. The other high schools had small collections of books and reference materials housed in a very limited space.

C. Laboratories

Marion High School had two science laboratories equipped with student desks with water and gas piped to each for individual performance of experiments. The individual equipment and chemicals were limited here.

Saltville High School had large heavy tables in a room with plenty of equipment and chemicals for performing experiments by individuals. Alcohol burners were used for heat and cold water was supplied from a small sink in a corner of the room.

The other high schools had so-called laboratories consisting of a sink with running cold water and a very limited supply of equipment and chemicals.

D. Athletic Facilities

Marion High School had the only gymnasium in the county with both boys and

girls. The other high schools had installed basketball backstops at each end of their small auditoriums and played a regular schedule of boys' and girls' games. Dressing and shower facilities were almost non-existent so the players dressed in a regular classroom and went home after the game without taking a shower. In a school or two, one shower head had been installed in a corner of the boys' toilet.

E. Total Instructional Positions: Supervisors, principals, head teachers, and teachers in Smyth County for 1948-49 - 225. Number who were college graduates - 95.

F. Total high school enrollment	1,329
Total graduates	221
Number graduates enrolling in college following year	67
Number continuing education other than college	9

G. Average annual salary of elementary teachers	\$1,452
Average annual salary of high school teachers	\$2,005

H. Total value buildings, grounds, and equipment \$1,111,750

I. For the 1947-48 school year, 3,493 pupils were transported in 25 busses which traveled a total of 199,260 miles during the school year.

J. Two schools were accredited by the Southern Association of Schools and Colleges. Marion High School and Saltville High School.

Educational Innovations in the Late 1940's and Early 1950's

Five Year High Schools

Until the middle 1940's, Virginia was still operating an eleven year school system consisting of a seven grade elementary program and a four year high school program, grades 8 thru 11. A few counties and most of the cities had been offering a twelve year program for a number of years.

About 1945, the Virginia State Board of Education approved a twelve year school program. The extra year was to be added at the 8th grade level, making a five year high school. For a number, the 8th grade was designated as an exploratory year to bridge the gap between the elementary grades and high school.

Smyth County's beginning in this direction was started at Marion High School in September 1947. The youngsters entering high school for the first time were told that they would be given five years of high school instead of the four year program offered previously. The first five year class to graduate in Smyth County from Marion High School was at the end of the 1951-52 school year.

Saltville High School started the five year plan for the 1948-49 school year and graduated its first five year class in 1952-53. Chilhowie, Rich Valley, Sugar Grove and Carnegie began the plan in 1958-59. These four schools graduated their first class at the end of the 1962-63 school year.

Full-Time Principals - 12 Month Employment

Until the mid 1940's, most school divisions in Virginia employed principals for the same number of months as teachers. Usually this was for seven to nine months or 160 to 180 days. This meant that principal and teachers would arrive at school for the first time about thirty minutes before the pupils arrived on the first day. This did not allow for any planning or organization before school opened. It usually took two weeks or longer before the school was running smoothly. About 1946, the State Board of Education began urging school divisions to employ principals of the larger schools for twelve months. The state encouraged this practice by offering to pay from state funds the salary of the principal for the two summer months. The state instituted the practice gradually and allotted only two of these full time principalships for the first year of 1947-48. Full time principals were employed for Marion High School and Saltville High School for this first year. The state approved additional positions each year until all larger elementary schools and all of the high schools were blessed with principals employed for twelve months.

SCHOOL CAFETERIAS

Prior to the middle 1930's, school lunches were carried to school in the proverbial lunch box. This was true certainly in the rural areas. The lunch consisted of a combination of the following: Biscuit sandwiches of jelly, cold sausage, fried egg, applebutter, etc., with an occasional hard-boiled egg, apple, pear, cookie or slice of cake.

Where the school was located in a center of population, the school lunch period was extended to forty-five minutes or an hour and most children walked home to lunch.

The first school in Smyth County to have a modern school cafeteria when the building was constructed was the present Marion Junior High School which was opened in 1937 as the Senior High School. An addition was made to the Sugar Grove School about 1940 which included a school lunchroom.

Several years later the federal government became nutrition conscious and started subsidizing lunches for school children. This subsidy consisted of 5¢ per meal or some such figure. At about the same time the federal government started purchasing surplus farm products and giving them to school systems to help provide a balanced noon meal for all children. The federal government also provided money to help with the purchase of stoves, refrigerators, and other equipment to outfit these cafeterias.

The Smyth County School System went all out to provide hot, nutritious meals to all school children. The program provided free lunches to those who could not afford to pay for them.

Each school had a lunch program. In some places the facilities were makeshift. Basement rooms, coat closets and hallways were utilized to set a stove and refrigerator and in many places the children ate in the regular classroom.

However, in a few short years a school building program was started and modern up-to-date school cafeteria facilities were provided in each new school. For many years Smyth County led all the state in the percent of children who patronized the lunch program.

THE STORY IN STATISTICS

1961-62

ELEMENTARY

Chilhowie Area:

<u>Name</u>	<u>No. Teachers</u>	<u>No. Pupils</u>
Seven Mile Ford	3	76
Chilhowie	21	618
Riverside	7	214
Totals	31	908

Marion Area:

Atkins	10	263
Marion Junior	7	203
Marion Intermediate	30	899
Marion Primary	20	557
Oak Point	8	218
Carnegie (Negro)	3	59
Totals	78	2,199

Rich Valley Area:

Rich Valley	16	473
McCready's Gap	4	100
Nebo	2	37
Totals	22	610

Saltville Area:

Saltville (Negro)	1	6
Buckeye Hollow	2	42
Saltville	17	512
Totals	20	560

Sugar Grove Area:

Sugar Grove	10	245
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HIGH SCHOOLS

<u>Name</u>	<u>No. Teachers</u>	<u>No. Pupils</u>
Chilhowie	20	400
Marion Senior	29	515
Marion Junior	17	418
Rich Valley	16	292
Saltville	26	511
Sugar Grove	10	185
Carnegie	5	30
TOTALS	123	2,351

The ten year span between 1950 and 1960 saw a great surge of interest in improving the quality of education for all children. This increased interest resulted in the greatest building boom in the history of the county. A bond election was passed for \$1,980,000 and additional funds were borrowed from the Literary Fund for the following construction:

	<u>Year</u>
Marion Intermediate School	1953
Saltville High School	1957
Rich Valley High School	1958
Chilhowie High School	1958
Sugar Grove School Addition	1958
Riverside Addition	1959
Atkins Addition	1959
Shop Buildings at Chilhowie	
Rich Valley	1955
Marion	

More than three and one-half million was spent between 1950 and 1960 for the above school construction.

Teachers' salaries continued to increase and salary scales expanded and by 1960 the college graduate scale started at \$3,000 per year of

Transportation services continued to improve and by 1960, 4,300 pupils were transported on thirty-two buses. These buses traveled a total distance of 272,000 miles during the year.

In 1950, the first and second grades were attending school for one-half day only. Marion was the only high school where the twelfth grade had been added. During this ten year period, the half-day sessions were eliminated and the twelfth year was added to the program in all schools by the year 1954-55.

Textbook Rental System

It was during this period of time about 1961 or 1962 that a textbook rental system was inaugurated and this is a story in itself. Before the textbook rental system was started, most parents had to purchase the books for each child. Indigents were furnished textbooks free. The cost of textbooks had increased rapidly and was becoming a real burden on a family with four or five children.

Experience had shown that many children were unable to purchase the books until five or six weeks after school opened.

The county principals group discussed the problem and believed that a textbook rental system would solve the problems. The only trouble was that it took a lot of money to start, perhaps as much as forty thousand dollars. But the principals believed that what was educationally advisable should be made educationally possible.

The principal textbook rental system could

A letter was written to each parent explaining the predicament and asking them to donate all their old books at the end of the year and pay only \$6.00 per child to rent all the books the child would need.

The response was what one would expect from Smyth County people. About 90% of the parents agreed and gave their books to the rental system.

The textbook rental system has been operating in the black ever since and thousands of dollars have been saved for the people of Smyth County.

THE STORY IN STATISTICS

1973-74

Elementary Schools

Chilhowie Area:

<u>Name</u>	<u>Grades</u>	<u>No. Teachers</u>	<u>No. Pupils</u>
Chilhowie	1 thru 7		775
Riverside	K thru 6		187
	Total Chilhowie Area		<u>962</u>

Marion Area:

Atkins			269
Marion Primary	K thru 6		647
Marion Intermediate	1 thru 3		799
Marion Junior High	3 thru 6		294
	7		<u>2,009</u>
	Total Marion Area		

Rich Valley Area:

Rich Valley Elementary			332
Rich Valley High	K thru 6		68
	7		<u>400</u>
	Total Rich Valley Area		

Saltville Area:

Allison Gap			135
Saltville Elementary	K, 3, 4 & 5		359
Saltville High	1 thru 6		85
	7		<u>579</u>
	Total Saltville Area		

Sugar Grove Area:

Sugar Grove			<u>404</u>
	K thru 7		
	TOTAL COUNTY ELEMENTARY		4,354

HIGH SCHOOL STATISTICS

Chilhowie	8 thru 12	610
Marion Senior	9 thru 12	1,132
Marion Junior	8	289
Rich Valley	8 thru 12	318
Sugar Grove	8	38
R. B. Worthy	8 thru 12	<u>416</u>
TOTAL HIGH SCHOOL		2,803

KINDERGARTEN EDUCATION IN SMYTH COUNTY

The urge for pre-school education at public expense from parents, the federal government, the state government and "do good" groups took hold in and near larger centers of population some years before there was much pressure to inaugurate the practice in Smyth County.

The impetus to begin pre-school education in Smyth County at public expense came from the federal government's Department of Health, Education, and Welfare program known as Head Start. Originally, it was aimed at improving the educational opportunity for the underprivileged and under achievers and money was provided for this effort. It was believed that an organized program aimed at updating the cultural advantages for the underprivileged child before he began regular first grade school attendance would allow him to start on a par with the youngster who had had greater advantages at home.

In the summer of 1965 or 1966 Smyth County organized a program of six weeks for about 250 of these culturally disadvantaged five year old pre-school children. The money for this effort came from the Head Start program of H.E.W. The program lasted four hours per day for five or six weeks. The youngsters were sent home each day about 1:00 o'clock after being served with a hot, nutritious lunch which included milk to drink. Transportation was provided.

The program was successful and the next summer the Smyth County School Board used H.E.W. Title I money along with Head Start money to provide a Summer Orientation program for four or five weeks for all beginners (500 or 600) who would enter school for the first time in the fall of 1967.

This orientation program was continued each summer thru the 1972-73 school year.

For the 1973-74 session, it was found that the decreasing birth rate had reduced the number of beginners to such an extent that room could be provided at Atkins, Sugar Grove, Riverside, Saltville-Allison Gap, and Rich Valley to house a full year kindergarten at these schools. This full year kindergarten plan was made permanent and is doing a fine job.

Room was not available at Chilhowie and Marion in 1973-74 so the Summer Orientation program was continued at these two schools for 1973-74, 1974-75 and 1975-76 in lieu of a full year program.

Construction was started immediately on classroom additions for kindergarten at Chilhowie and Marion. This construction was completed during the summer of 1976 and full year kindergarten began for these children when school opened for the 1976-77 school year.

The total number of kindergarten children in Smyth County for the 1976-77 school year was 534. Allison Gap (57) Rich Valley (57) (105)

The total number of kindergarten children in Smyth County for the 1977-78 school year was 511. Allison Gap (56) Rich Valley (47) Atkins (36) Riverside (26) Chilhowie (93) Marion (216) Sugar Grove (37).

THE STORY IN STATISTICS

1976-77

Smyth County Schools
Elementary

Chilhowie Area:

<u>Name</u>	<u>Grades</u>	<u>No. Teachers</u>	<u>No. Pupils</u>
Chilhowie	K thru 7		869
Riverside	K thru 6		172
	Total Chilhowie Area		1,041

Marion Area:

Atkins	K thru 6		287
Marion Primary	K thru 3 + EMR		825
Marion Intermediate	3 thru 6 + Spec. Ed. + TMR + MH		743
Marion Junior High	7		303
	Total Marion Area		2,158

Rich Valley Area:

Rich Valley Elementary	K thru 6		324
Rich Valley High	7		67
	Total Rich Valley Area		391

Saltville Area:

Allison Gap	K		57
Saltville	1 thru 6		416
Saltville High	7		80
	Total Saltville Area		553

Sugar Grove

K thru 7		410
TOTAL COUNTY ELEMENTARY		4,553

HIGH SCHOOL STATISTICS

Chilhowie	8 thru 12	642
Marion Junior	8	301
Marion Senior	9 thru 12	1,094
R. B. Worthy	8 thru 12	413
Rich Valley	8 thru 12	306
Sugar Grove	8	<u>53</u>
TOTAL HIGH SCHOOL		2,909

SMYTH COUNTY SCHOOLS - 1948

For six hours every weekday, nearly 7,000 children in thirty-four Smyth County schools are entrusted to the care of our 223 school teachers. What a tremendous responsibility this is! In classrooms, in school shops and laboratories, in gymnasiums and on the playing fields, our teachers guide, inspire, and instruct our children.

Who are the teachers in Smyth County? They are men and women who are tremendously interested in the welfare of our children. The present group of Smyth County teachers possesses a very fine spirit. They are struggling, under adverse conditions in many instances, to improve the physical surroundings and add to the equipment of their schools. With the help of parents, money has been raised locally in many communities to paint classrooms, to improve school grounds, to purchase playground equipment, stoves, water heaters, water pumps, instructional supplies and many other things for which no money was provided by the School Board. The teachers are cooperating beautifully with the Supervisory Staff in plans for the improvement of instructional procedures and for the advancement of the programs in fine arts, music, fundamental skills, and health and physical education. One hundred and sixty-four Smyth County teachers hold the Collegiate Professional, Collegiate, or Normal Professional degree required by the State Department.

for self-improvement during the past summer, and thirty-five were either in school last year or attended summer school.

The Smyth County schools safeguard the health of our children. In cooperation with the Smyth County Department of Health there are regular health examinations by physicians and nurses. Defects discovered which should be remedied by treatment are referred to parents and an effort is made to get every defect corrected. Homes are visited by teachers and nurses, and various clinics are promoted. Last year dental clinics, tonsil clinics, eye clinics and an orthopedic clinic were held for Smyth County children. A total of 1,115 corrections of physical defects in children were reported at the end of the school term. The program was carried on during the summer and many other defects were corrected. Every possible effort is made by the schools to improve the child's health and physical fitness through health instruction and physical education. Opportunities are provided in school for the child to acquire and practice habits in what has been learned.

Every day between 3,600 and 3,800 pupils in Smyth County schools are served good nutritious noonday meals in our cafeterias. This lunch provides one third to one half of the day's nutritive requirements. Approximately 385 pupils who are unable to pay for the lunches get them free each day. The very low cost of from 15c to

The Smyth County schools furnish transportation for approximately 3,500 pupils each day. This is done by a fleet of twenty-three county-owned busses at a cost of more than \$40,000 per year. Five new busses were put in operation this year. The transportation system represents an investment of almost \$100,000. These twenty-three busses will travel over 200,000 miles during the present year.

Vocational training and instruction is provided in our schools for veterans. Four full time and two part time teachers are employed to teach a variety of subjects such as mechanics, farming, foundry work, etc., to approximately 150 veterans.

The Smyth County schools stress the teaching of the three R's, but they teach other important things. The emotional life of the child is of vital importance and it can be guided into proper development. The child must learn to get along with others if he is to be well adjusted and happy. The school is a natural setting in which to secure such learning. The teachers of Smyth County are aware of their great responsibility in dealing with the various temperaments of our children and they are striving to furnish the kind of experiences which will produce normal, happy, well adjusted individuals.

Did you know that your Smyth County schools go to the bedside of sick and physically handicapped children? If your child is ill and has to miss school for a long period of time, the schools will furnish a tutor to come to your home regularly at no cost to you.

from one to eight months during the period in which they were homebound.

The Smyth County school system furnishes year round library service to children and adults in all sections of the county. A county-owned bookmobile visits each school in the county and twelve adult stops once each month. Thus the 13,152 volumes rapidly change hands, leaving as many as 712 books at one school on a visit. At that rate, it was not difficult to reach a circulation of 87,301 books last year. In addition to books, the bookmobile carries projectors, films, and slides to the schools. It traveled 5,009 miles, 168 days on the road and only one flat tire! The employment of a full time driver-clerk has greatly improved the library service.

Yes, the schools of Smyth County are fine in many respects. But there are other points which could stand some improvement. Many of our classrooms are crowded. Our first and second grades are operating on a half day basis. Many of our buildings are outmoded and have no grounds or other facilities for physical education. Some of them could be condemned as fire hazards and as being unsanitary. Many schools lack the equipment and materials so necessary to a broad program of education. The curriculum of most of our schools embraces only the barest necessities and cannot adequately provide for the individual differences in ability, interests and aptitudes of our children.

So we are "Shooting for the Moon" and we believe that with the help of the people of Smyth County our goals can be realized in the not too distant future.

We want each child in Smyth County to have equal educational opportunities. We want a fine, well trained and interested teacher in every classroom. We want each teacher to have classes small enough so she can give individual attention to each pupil. We want a program of studies and activities in each school broad enough to meet the individual needs of each child. We want a program of consolidation with the most modern, well equipped buildings. We want each school to be a community center equipped, prepared, and willing to meet the needs of the adults of the community as well as those of the children. We want each teacher supplied with the materials and equipment she needs to do the finest teaching possible. We want a county-wide spirit of co-operation between the schools and communities which will resist any forces that might prevent us from having the best school system in the nation.

Will the desires listed above cost too much? In the past few years, school attendance, as well as all living costs, has increased tremendously and therefore the total cost of the schools has increased. But do you know that all the splendid services the schools provide our Smyth County children actually cost the taxpayers for the school year 1948-49 less than eight cents an hour per child? Compare that cost with what you have to spend to employ a "...

the above amount per child. We could satisfy our fondest hopes for Smyth County schools on much less than sixteen cents an hour per child. Where could you get so much for so little?

SMYTH COUNTY SCHOOLS - 1949

Continuous improvement in every phase of the total program has been stressed in our Smyth County Schools during the past year.

The Smyth County School Board has been led to believe that the people want the best schools it is possible to have and plans are being made to give Smyth County children educational opportunities second to none. Parents and teachers have shown unusual interest in improving our schools and they are working together splendidly toward this end in most communities. Many of our fondest hopes have not been realized but noted advancement has been made during the past year.

The teacher is really the heart of a good school. A fine teacher can compensate for deficiencies in buildings, equipment, and supplies. An excellent school is the result. But an inferior teacher means a poor school regardless of the abundance of materials she has at her command. The large majority of the teachers in Smyth County are good teachers and are intensely interested in the lives of the children under them. We have a total of 228 teachers in Smyth County, which is five more than we had last year. Of this number, 173 are regularly certificated by the State Department of Education. Twenty-three of the teachers who are not regularly certificated have had as much as two years college training. The number of qualified teachers in Smyth County last

year but there is still room for improvement. Our teachers are working for self-improvement. Approximately seventy of the present staff either were in school last year, attended Summer School, or went to a workshop during the summer.

The total of 1,693 high school and 5,227 elementary pupils enrolled in our Smyth County schools is considerably larger than it was last year. There has been an increase of 117 elementary and sixty-six high school children. As a result, most of our classrooms are crowded to a greater degree than they were a year ago, even though we have added five extra teachers.

Physical and health education was stressed in an effort to safeguard the health of our children. Instruction was given in health practices, and regular health examinations for pupils were made possible through the cooperation of the Smyth County Department of Health and the local doctors and nurses. Many defects were discovered. Homes were visited by teachers and nurses, clinics were promoted and every effort was made to see that the defects were corrected. Civic organizations furnished funds to pay for corrections for indigent children. A total of 1,942 corrections of physical defects in children was reported at the end of the school term.

The physical facilities have been expanded and improved greatly during the past year. The modern new Allison Gap

just being completed is

one of the finest to be found anywhere. Extra classroom space has been provided by remodeling at several schools. Cafeteria rooms where children can sit at tables to eat instead of taking their lunches back to the classroom have been constructed at three of the larger elementary centers. Electric pumps have been installed at three sites and water piped into the buildings. General repairs and painting have contributed to the attractiveness in several instances. However, there is still plenty of room for improvement and we must have several new buildings if we are to give our boys and girls the opportunities they deserve.

The school lunchroom program in Smyth County Schools continues to grow both in numbers served and the quality of the service. New equipment, such as stoves, dishwashers, potato peelers, electric refrigerators and electric mixers, has been purchased by many of the lunchrooms. During the month of October 1949, an average of 3,635 lunches per day were served in our school cafeterias. Of this number, 450 per day were served free to those children unable to pay for them. Smyth County has one of the finest and largest school lunchroom projects in the state and can be justly proud of this program.

The transportation facilities are much better than they were a year ago. New routes have been added and others extended. Two new busses were purchased during the summer and are now in operation. We are transporting approximately 3,900 pupils per day in these two busses.

\$100,000.00 and they will travel over 200,000 miles during the present year.

The county library service through the bookmobile has continued to serve each school in the county once a month. In addition, there are fifteen adult stops. The book collection numbers 13,694 volumes with new books being added each month. Last year the bookmobile traveled 5,072 miles and circulated 80,424 books. Films on animals, children of other lands, geography, reading readiness, and safety have been added to the county film collection. Ten books, to help the teachers with their health and physical education programs, were given to the library by the Smyth County T.B. Association. Other materials: Books, pamphlets, bulletins from the State Department, bulletins from the office, free materials, new books, films and projectors are carried by the bookmobile on its monthly visits.

Children who are homebound by reason of physical disability, either temporary or permanent, are being taught in their homes if their doctor so recommends and if a qualified teacher is available. During the 1948-49 school session, eight Smyth County pupils were so taught for periods varying from two to nine months. Already six such programs have been arranged this year, serving three rheumatic fever victims, two children with broken legs, and one youngster with a congenital handicap. Two applicants have had to be turned down because no qualified teacher could be secured who could

schedule the necessary hours in the isolated area where they live.

Believing that we must first create in the pupil a desire to learn, the elementary teachers of Smyth County are attempting to set up their objectives and build their total school program around this aim: "To make Motivation of Learning the chief emphasis in our attempt to provide for all children (the average, the gifted, the handicapped) in terms of their needs, interests and abilities." Some of the steps taken in following through and some of our accomplishments follow:

1. A two-day working conference was held just prior to the beginning of this school session. All elementary teachers participated in group studies in these areas: The organization and administration of the elementary school, materials of instruction (using exhibits and the services of a special consultant on introducing the new language textbook), ways of securing a well balanced program of work, ways of providing for individual differences, special problems in working with children and the school health program.
2. Each faculty group analyzed its own school situation, broke the general aim down into the specific needs of its own school and planned ways of meeting these needs.
3. Increasing amounts and variety in materials of instruction are provided our elementary pupils through the expansion of the use of the fee system, social studies, and other subjects.

4. One of the areas in which we have made the most progress is that of understanding children; in knowing what to expect of them during different periods of their development, in understanding behavior as caused, and in attempting to discover and remove the causes of anti-social behavior instead of merely treating its symptoms.
5. Our elementary teachers are using an increased number of aids to good schools: The State Course of Study in Health and Safety (which Smyth County helped produce), State Bulletin: Art and the Child, State Course of Study in Physical Education, manuals, cleanliness and Safety Outline (made by our own teachers and pupils).
6. A special effort is being made to provide for individual needs by grouping pupils (within the grade) in the tool subjects: Reading, arithmetic and spelling.
7. Materials of instruction are being purchased by the individual schools (with the help of P.T.A.'s) for use in the Fine Arts program: Music, books, record players, records, anthologies of poetry. There is increased emphasis upon and opportunity for creative expression in art, language, music, rhythms and dramatics.

As can be seen from the above, progress is being made in improving the educational opportunities for our children. However, we cannot rest on our laurels because they are so few. The advancement of the past year is only a fraction of

what needs to be done. If Smyth County is to have the kind of school system our children deserve; we must have a fine teacher in every classroom; new buildings must be constructed to relieve crowded conditions to make room for merging some of the smaller schools, and to provide facilities necessary for a modern educational program and teachers must have equipment and materials with which to work. A supreme effort on the part of every citizen of Smyth County will be necessary if we are to reach our objectives.

The people of Smyth County have appeared to be more interested in our schools during the past year than ever before. Well established P.T.A. groups have been unusually active in discussing school problems and in working to improve our schools. New P.T.A. groups have been organized in several schools and are aiding teachers and principals in bettering school facilities. Chamber of Commerce committees have promoted several county-wide meetings of leading citizens to discuss school building needs. Parent groups have helped to raise money for supplies and equipment and have done a great deal of the actual labor in painting rooms and making the schools more attractive.

The teachers of Smyth County have wholeheartedly accepted the tremendous responsibility which is theirs in guiding the destinies of the children in their care. They have been working conscientiously to improve their knowledge of subject matter and teaching methods. Thirty-three teachers enrolled in a University of Virginia Extension Course in Childrens Literature at Marion College last spring. Fifty-one of our teachers were in summer school last summer. Eighty-seven enrolled in the workshop which had to be cancelled due to the polio situation. Smyth County has 242 teachers for the 1950-51 session, nine more than for the 1949-50 term. These nine extra teachers were necessary to take care of the increased high school enrollment. One hundred eighty-five Smyth County teachers have certified by the State Department of Educa-

tion, twenty-three have emergency licenses which mean that they have had at least two years of college and thirty-four have had less than two years of college.

The total enrollment in our schools for the 1950-51 session stands at 1,868 high school pupils and 5,154 in the elementary grades. The elementary enrollment shows a decrease of seventy-three pupils from the same time last year while the high school enrollment has pushed out the walls of already overtaxed facilities. The School Board has attempted to meet this emergency by constructing temporary classrooms in two locations and remodeling other buildings so extra classroom space would be available. Temporary rooms are not satisfactory and are not advocated by the School Board but they are certainly better than nothing at all. Eight additional classrooms have been provided to help take care of the increased enrollment. A general remodeling of the second floor of the Oak Point School made available an extra classroom and space for physical education indoors. Two temporary classrooms were constructed at Chilhowie High School during the summer and three were erected at Marion High School. A permanent classroom has been attached to the agricultural shop at Marion High School. In addition, space for an extra classroom was provided in a hallway at Marion Grammar School. Practically all of this was done by the regular maintenance crew.

Smyth County has been recognized as having one of the best school lunchroom pro-

have sponsored the organization and purchased equipment to start new lunchrooms at our Lansdown and North Holston Schools. Twenty of our schools now operate cafeterias where pupils may obtain a nutritious noonday meal at a minimum cost or at no cost if the pupil is unable to finance it. More than 6,400 Smyth County children attend schools with cafeterias while less than 500 do not have access to a school lunchroom.

The School Board has a policy of continuous improvement of the school bus service for pupils. As usual, two new sixty-six passenger busses were purchased during the year, one old bus was discarded, and the fleet increased by one bus. Approximately 4,000 pupils were transported a total of 240,000 miles in twenty-five county-owned busses.

The bookmobile has continued to serve each school in the county once a month. This service is especially for the elementary grades, but high school pupils may get books if they wish. In addition, there are eighteen adult stops at country stores, crossroad filling stations and at homes where a number of people may gather. Many children get the books for their parents. In 1950, the bookmobile traveled 6,169 miles and circulated 11,357 adult books and 81,707 children's books--a total circulation of 93,064 books. The book collection now numbers 2,657 books for adults and 12,869 books for children. New books are added each month. The bookmobile also carries projectors and films on its monthly visits. The use of films

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as teaching aids was increased in 1950. From the county's film library of 149 films, twenty-three schools used the different prints 1,035 times. The still projectors with their fifty-eight sets of slides and 206 strip films were used by twenty-six schools. The different prints were used some 2,066 times.

The elementary teachers of Smyth County continue in their attempts to provide for the needs of all their pupils. In order to reach this goal they are attempting to do these three things:

1. To understand children better.
2. To improve the program in these specific areas: Reading music, arithmetic, physical education, language, health, art and the social studies.
3. To secure materials and equipment needed for an effective program in the areas listed above.

A list of the steps taken in following through and some of their accomplishments follows:

1. A two-day working conference was held just prior to the beginning of the school session. All elementary teachers participated in group studies in these areas: Improving the music program in our schools; library service and the use of audio-visual aids; the mental and physical health of the child; and routine matters of organization, administration and policy.

2. Each elementary teacher studied her pupils and her classroom situation, then set up specific objectives for the session in terms of needs discovered.
3. Faculty groups analyzed their school situations, determined needs, then met with P.T.A. committees and members of the superintendent's staff to plan ways of meeting these needs.
4. Continued use and expansion of the rental system enables the schools to provide the ever increasing variety in materials of instruction.
5. Continued efforts are being made to provide for individual needs by grouping pupils (within the grade) in the tool subjects: Reading, arithmetic, and spelling.
6. The elementary teachers continue to improve their teaching of reading: In developing specific skills in both oral and silent reading, in fostering the desire to read for pleasure, and in developing an appreciation of good literature.
7. In the spring of 1950, the Smyth County Elementary Music Festival was revived and was expanded to include an exhibit of elementary art work. Two thousand elementary pupils (representing the thirty schools of the county) sang in this festival. Twenty-six schools exhibited art work. During the fall of 1950, twenty-five schools have purchased materials of instruction (songbooks, records and electric players) for use in their music programs.

SMYTH COUNTY SCHOOLS - 1951

The Smyth County School Board has operated a huge multifarious business in Smyth County during the past year. The matter of educating the 7,000 children who attend Smyth County schools today requires the School Board to set up and operate a great many different kinds of businesses on a scale not realized by the average citizen.

The total enrollment for the 1951-52 session stands at 1,880 high school pupils and 5,123 in the elementary grades. The high school enrollment shows an increase of twelve pupils over 1950-51, while the elementary enrollment has decreased by thirty-one pupils.

The business of instructing these 7,003 children is the largest business and main purpose of the Smyth County Schools. 241 teachers are employed for the current session. Of this number, 185 have certificates recognized by the State Department of Education. Twenty-six have emergency licenses which means that they have had at least two years of college, and thirty have had less than two years of college training. These teachers have a fine spirit and are thoroughly interested in the welfare of the children under them. This is evidenced by the number who are using every opportunity to improve their techniques and knowledge of the work they are doing. Over half of our teachers have taken courses carrying college credit during the past year. Forty-six school last

summer. Fifty-six attended a two week workshop under the extension program of Radford College, and another fifty are or have been enrolled in extension courses from the University of Virginia during the past year.

The Smyth County School Board operates the largest restaurant business in the county. Nineteen school cafeterias are serving approximately 3,600 nutritious meals each day during the present year. Of this number, about 450 are served free to those children who are unable to pay the 20¢ charged in most schools. Forty cafeteria managers and cooks are employed to prepare and serve these meals.

The largest transportation system in Smyth County is operated by the School Board. Approximately 4,000 pupils are transported from home to school and back in twenty-six county-owned busses. These busses represent a total investment of over \$1,000,000. These twenty-six busses will travel over a quarter of a million miles during the present school year. Four new sixty-six passenger busses have been purchased and will replace some of the older busses by the time school is resumed after the Christmas holidays.

A school building program needed for some time is about to get started. A fire in February, 1951 destroyed the old Marion Intermediate School. The School Board has been forced to house these children in temporary facilities until a new school can be

Voters of Smyth County during the past year decided against a bond issue which would have provided new schools and a program of consolidation for the entire county.

A contract has been signed for the erection of a modern twenty-eight classroom elementary building for Marion. This building is large enough to house the Marion elementary children above the third grade. A fourteen acre site in the east end of Marion has been purchased and construction on this building will start in the immediate future.

The School Board is hopeful that the people of Smyth County will see fit to provide funds within the near future to construct other new buildings which are badly needed.

The School Board operates an In-Service Training Program for its teachers with a full time supervisor in charge. Study groups, inter-visitation programs, and many other methods are constantly used to improve the quality of instruction.

The School Board employs a Visiting Teacher who assists principals and teachers to solve problems of discipline, attendance and other cases of maladjustment. She also works closely with civic groups, the Health Department and the Welfare Board in securing tonsil operations, glasses, and other medical attention for indigent children.

The School Board operates a large janitorial and repair business. A helper are employed full time, etc.

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Additional help is furnished this crew during the summer months. Eight full time janitors and a dozen or so employed on a part time basis look after the cleaning and minor repairs of the buildings.

SMYTH COUNTY SCHOOLS - 1953

We feel that anyway you judge the young people of Smyth County they are above average and deserve the best that we can give them.

The entire Smyth County school program is aimed at giving each child an opportunity to develop his capacities to the fullest extent.

The enrollment for the 1953-54 session shows an increase of 179 pupils over the 1952-53 school year. Most of this increase is in the first grade. The high school enrollment is 1,955, an increase of twenty-five pupils over last year. The elementary enrollment is 5,196, which is 154 more than last year. And there are more to come! The school census indicates that there will be almost 500 more pupils in the Smyth County schools in 1960 than at the present time.

The teachers of Smyth County are doing the best job possible and are intensely interested in the lives of the children under them. We have a total of 242 teachers in Smyth County. This is three more than we had a year ago. Of this number, 183 hold regular certificates issued by the State Department of Education. Many of our teachers are from Smyth County but other counties in Virginia and other states are represented on our teaching staff. One hundred seventy teachers are from Smyth County, forty-two are from other counties in Virginia and thirty are from other states.

The teachers of Smyth County work and plan continuously to improve their methods so that each child can learn and develop at his maximum rate. About half of the teachers in the county have gone to summer school or taken extension classes during the past year.

In Smyth County we believe that a school exists for the child. The worth of every teaching situation, the athletic program, school plays, clubs, etc., is measured in terms of how well they furnish the kind of experience which will produce normal, happy, well adjusted children who are prepared to earn a living or profit by further education.

We believe in the fundamentals and our schools stress the teaching of the three R's. We believe that character and personality development are important tasks for the school to consider. Many activities are planned with this dual purpose in mind.

The health of our children is considered of prime importance. In cooperation with the Smyth County Department of Health, children receive regular health examinations by physicians and nurses. Defects discovered which should be remedied are referred to parents and an effort is made to see that each defect is corrected. Health instruction and regular exercise are a vital part of the educational program. Our school lunch program is planned to provide from one-third to one-half of the day's nutritive requirement.

for each child. Children who cannot afford to pay the small charge of 20¢ per lunch are given the meal without charge.

School community canneries are operated at three of our high school centers. Many people take advantage of this service each year. One cannery in Smyth County last year processed 15,364 #2 cans, 32,980 #3 cans and 355 #10 cans.

The Smyth County schools furnish library service to both children and adults from a central library. A bookmobile makes regular trips to schools and other places in the county. There were 19,135 volumes in the library on July 1, 1953. The total circulation for last year was 116,441.

There are twenty-seven schools in Smyth County. Twenty-one are strictly elementary schools. In this group are two one teacher schools, three four teacher schools, ten two teacher schools, and six with six or more teachers. Five schools are combined elementary and high schools and one school has high school pupils only. The smallest school in Smyth County is a one room elementary school with thirteen pupils and the largest is a combined high and elementary with an enrollment of 973. Twelve of the smaller schools are in wood buildings, all of which are old and in poor condition; three schools are in brick buildings which are old and fairly dilapidated; the other twelve schools are housed in good brick buildings.

A fleet of twenty-seven county-owned school buses, representing an investment of \$120,000

children who live beyond the legal walking distance to school. In the course of a year, these busses will travel about 260,000 miles.

The physical facilities are improving each year. A new building was put into use in Marion this year and we hope to have several others under construction in 1954. Two new busses were put into operation this year to provide better service for those who must use the school busses.

SMYTH COUNTY SCHOOLS - 1954

The citizens of Smyth County are quite interested in a school building program so this article will deal mainly with school construction. Due to the rapid increase in enrollment, every school in Smyth County is laboring under extremely crowded conditions. Classes are being held in hallways, in auditoriums, on stages and in quonset huts and other temporary buildings. Many buildings are in extremely poor condition and not worth repairing.

School authorities have been hopeful that a building program could get underway without too much delay. A building program has been planned, including a new high school for both Rich Valley and Chilhowie; completion of a high school for Marion; a new high school for Saltville; addition of a gymnasium and extra classrooms at Sugar Grove; an all-purpose room, indoor toilets and extra classroom space at Riverside; additional classrooms at Atkins; an elementary school at Seven Mile Ford; and a primary school at Marion. If these buildings could be completed, many of Smyth County's school problems would be eliminated although school authorities are the first to admit that all problems would not be solved.

Applications for money from the Literary Fund were approved over two years ago and the Board of Supervisors imposed a tax levy to handle the indebtedness. Since there was not enough money in the Literary Fund to handle these

loans, it was hoped the Constitutional Amendment allowing counties to borrow from the Retirement Fund would pass. However, many people voted against this Amendment and it was defeated. The people of Smyth County voted for the Amendment and passed it by about a 1,300 majority. Only two counties in Virginia passed it by a larger majority. Since the amendment was defeated, Smyth County is faced with the problem of deciding what to do about its school building needs. There are two courses open. They can wait ten or fifteen years hoping that enough money will accumulate in the Literary Fund or they can pass a bond election for the needed construction. There is no chance for even one major building within the next four or five years unless a bond election is passed because there is not enough money available from any other source.

The Town of Saltville can proceed with the construction of their new high school because a separate school district is eligible to borrow from the Retirement Fund. This new school will probably be started as soon as weather will permit.

The Smyth County School Board is planning to go ahead with the construction of shop buildings for agriculture and industrial arts at the various new high school centers. State School Construction Fund money will be used for these buildings. Work will get underway

on the shop buildings for Chilhowie, Rich Valley and Marion as soon as the weather will permit.

Building plans are being developed for all of the school construction projects and will probably be completed about April 1, 1955. The actual construction will have to wait until money is available from some source.

The crowded conditions of our schools will increase greatly within the next few years unless these proposed buildings can be completed. School enrollment for the present year is the highest on record. The 1953 birthrate showed a great increase over the previous year and 1954 is expected to break all records. Elementary school enrollment will jump within the next few years and statistics show that we can expect about 50% more pupils in our high schools by 1960.

SMYTH COUNTY SCHOOLS - 1955

Progress has been made in the Smyth County School System in several directions during 1955.

The main school building program is still in the talking stage but starts were made in four localities during the past year. Vocational shop buildings were constructed during the year on the new sites at Rich Valley, Chilhowie and Marion at a total cost of approximately \$180,000.00. These buildings are in use at the present time. Pupils are being taken by school bus from the present schools to the shop buildings for classes.

The new high school being constructed by the Town of Saltville is well underway and should be ready for occupancy at the beginning of the 1956-57 school term. This is a fine, modern building in every respect and will accommodate more than 600 high school pupils. It will cost about \$700,000.00.

The rest of the building program is at a standstill due to lack of funds. Money from the Literary Fund applications approved several years ago is not available in amounts large enough to complete any major construction. Some groups have been advocating a bond election so that the needed buildings can be constructed immediately. Others have proposed a piecemeal construction plan over a period of five to ten years by using Literary Fund money as it becomes available. No general agreement has been reached regarding the best plan.

Some progress has been made regarding class size in our Smyth County Schools. Additional teachers have been employed for most of the larger centers which has reduced the class size to some extent in both the high and elementary schools.

Two small two room rural schools, Ebenezer and Lansdown, involving about 100 children, were eliminated at the beginning of this school year. These children are now being transported to larger centers where better facilities are available.

Our school bus service has been expanded to serve the children better who must ride school buses. Two new buses were purchased, one as a replacement and the other as an addition, so that routes could be extended and overcrowded conditions relieved. The School Board plans other extensions as soon as money is available to purchase and operate additional buses. The School Board feels that the Smyth County Schools' bus transportation service will compare favorably with any in the State of Virginia.

We believe that the members of our teaching staff are giving their best for the children of Smyth County. Nearly half of our teachers have taken extension courses or attended summer school during the past year. We have a higher percentage of qualified teachers this year because some of those who were teaching with emergency certificates have recently received degrees by attending summer school regularly. About 20% of our teachers are still not fully qualified and there is an extreme shortage of teachers such as

science and mathematics but we have improved some over last year in this respect.

There are other areas of the school system in which school authorities are working constantly to improve the opportunities of the youngsters of Smyth County. Lack of finances and shortage of personnel has been a great handicap but the effort will be continued and we are sure that the schools will continue to improve.

SMYTH COUNTY SCHOOLS - 1957

The real news about the Smyth County School System is that at last a county-wide school building program got underway.

The Special School District of Saltville was completing a fine new high school at a cost of over \$700,000 but at the beginning of 1957 there was considerable doubt about just when other building projects would get underway. Interest rates were going up and there was considerable debate about financing the county school bonds. A bond election for \$1,680,000 had passed in 1956, we still had over \$400,000 in State School Construction funds, and a Literary Fund loan in the amount of \$300,000 had been secured to apply on Chilhowie High School. The 1956 county levy would finance the bonds only if they could be sold at an effective interest rate of $2\frac{1}{2}\%$ and at the beginning of 1957, an interest rate of from $3\frac{1}{2}\%$ to 4% was the order of the day. After considerable debate, the School Board and Board of Supervisors agreed early in the spring of 1957 to advertise the bonds for sale. An "A" credit rating for the county had been secured and it was believed that a fairly good bid would be received. However, when the bids were opened, the effective interest rate was over 4% . The bids were refused. Negotiations for the sale of the bonds started immediately and when a bid with an effective rate of 3.75% was received, the Smyth County Board of Supervisors accepted it

and the bonds were sold. The Capital Outlay and Debt Service levy was raised by the Board of Supervisors to \$1.30 to amortize the loan and pay off existing indebtedness.

As soon as the bonds were printed, county officials and a representative of the Bank of Marion went to New York to get the bonds and deliver them to the purchaser. Within a few hours after the bond money was received, it was invested in short term United States government securities yielding an effective interest rate of close to 4%. County officials were well pleased because under this arrangement the bond money would be more than earning its way until such time as it was used for construction.

Bids were received and Trammell Construction Company of Bristol was awarded the contract for Chilhowie and Rich Valley High Schools. The Rich Valley High School was started about August 1, and will be completed about the middle of July 1958. The new interstate road system claimed the Chilhowie site on which a new agriculture building had been constructed several years ago which delayed the start of Chilhowie High School. However, a fine new site was purchased and construction was started about November 1. This building will be ready for occupancy by September 1958.

The low bid received on the addition to our Sugar Grove School was rejected. The plans were revised and new bids will be received in January 1958. This addition will be ready for occupancy by September 1958.

Plans for school construction in Marion, Atkins and Riverside are rapidly taking shape and construction will probably get underway at these places during the summer of 1958.

Progress was made during the past year by securing an increase in the salary scale for teachers. The Board of Supervisors raised the operating levy by 30¢ which provided enough money to raise the minimum salary from \$2,300 to \$2,500 and the maximum from \$3,400 to \$3,700. This scale is \$100 higher than the mandatory state scale and helped considerably in securing teachers for the new year.

The increased levy also made possible the addition of twelve teachers to the county staff which permitted the reduction of teacher load and provided for new subjects in certain schools.

There is still much to be done if we are to provide our boys and girls with the opportunities they deserve. We hope that by planning and working together, within a few short years, the boys and girls of Smyth County will have educational opportunities second to none in the country.

SMYTH COUNTY SCHOOLS - 1958

The Smyth County School System has been improved greatly in several areas during 1958.

More school construction was started or completed during 1958 than in all of the past thirty years combined.

The new Rich Valley High School was completed in time for the beginning of the 1958-59 school term which started about September 1. This is a modern high school plant which will accommodate over 500 pupils. It contains regular classrooms, home economics department, business department, music department, art department, library, cafeteria and kitchen, auditorium, gymnasium and dressing rooms, agriculture classroom and shop building, administration and guidance suite, clinic, laboratories, student activity rooms and toilet facilities. A fine site of over sixteen acres provides space for playgrounds and athletic fields.

The new Chilhowie High School was started several months after the Rich Valley building and was occupied on December 2, 1958. The building at Chilhowie has the same facilities as the one at Rich Valley except that the auditorium will seat about sixty more people and the site contains over twenty acres.

Bids for an addition to the Sugar Grove School were taken on January 24, 1958. Frank W. Ford of Marion was the successful bidder. The addition contains a combination

auditorium-gymnasium, four classrooms, dressing rooms, kitchen and clinic. In addition, considerable remodeling was made in the old building to provide modern offices and library. The construction is nearing completion and will be ready for occupancy after the Christmas holidays.

Plans for the addition to our Riverside School are complete and this construction will be advertised in the near future. Plans for a senior high school for Marion and an addition to Atkins are being prepared and should be ready so construction can begin early in the spring of 1959.

The additional space made it possible for all Smyth County high schools to be placed on a five year program for the first time at the beginning of the 1958-59 school term. Marion and Saltville had been under a five year program prior to this year.

The total school enrollment for the current year has increased by 102 over the previous year to make a grand total of 7,215 for 1958-59.

The number of teachers has been increased by eight to bring the total to 277 for the present year.

SMYTH COUNTY SCHOOLS - 1959

Improving the Smyth County educational program is uppermost in the minds of everyone connected with the school system. State, district and county meetings of teachers, principals and superintendents are held regularly during the year to study the many phases of our school system and plan for improvements. Many faculty meetings in each school are devoted to providing a better educational opportunity for each child. Visits to homes and conferences with parents at school are all in the day's work and have as their main purpose the improvement of the total program. Countless hours are spent in studying records and conferring with pupils looking toward more progress by the pupil. Many of our teachers attend summer school each year, others take extension courses and others correspondence courses to enrich their knowledge of subject matter and improve their teaching ability. Most schools have PTA's in which teachers and parents work together for better schools. These are only a few of the many things being done constantly to improve the Smyth County School System.

The construction of new facilities for Smyth County school children has continued throughout 1959.

The addition to the Sugar Grove School consisting of a combination auditorium-gymnasium, four classrooms, dressing rooms, kitchen and clinic was occupied in January 1959. R. J. Inc., of Wytheville was awarded a

contract on March 24, 1959, for an addition to the Riverside School and the same firm was low bidder for an addition to Atkins Elementary School and was awarded a contract on May 8, 1959. The addition at Riverside consisted of two primary classrooms, kitchen and storage rooms and indoor toilets. A moderate amount of remodeling of the old building was included. This new addition was occupied when school opened on August 31, 1959. The addition at Atkins consisted of four primary classrooms, the addition of a kitchen and storage areas and major remodeling of the cafeteria building. These new facilities were occupied about six weeks after school opened.

Trinkle and Dobyns, Inc., of Dublin was the successful bidder on September 20, 1959, for the construction of Marion Senior High School. Work was progressing nicely when it was discovered that the site was underlaid with mud pockets. Construction was halted for a month or so until plans were completed to cope with the situation. It was finally decided to sink concrete caissons through the mud to solid footing and set the building on the caissons. Work was resumed about December 1. However, the delay could mean that the building will not be ready for occupancy until September 1961.

Initial steps were taken during 1959 by the Smyth County School Board and the Board of Supervisors to provide some new elementary schools in Smyth County. The Board of Supervisors passed an ordinance

The money from this source will be used to amortize loans for new buildings at Chilhowie and Marion and to make extensive additions at Rich Valley, Sugar Grove and Oak Point. Plans call for the loans to be secured from the State Literary Fund and the State Retirement System Fund. It is hoped that some of the contracts can be let by the middle of the summer of 1960.

A state-wide testing program to provide information for our instructional program and for guidance purposes was new to Smyth County this year. Tests for this purpose have been given in some grades for many years but for the current year tests were given to every child in school. The results of these tests will be analyzed carefully so that the best learning situation and program can be provided for each child.

The two room Cleghorn School was abandoned this year and these pupils are now in our Chilhowie School.

Six additional teachers were added to the staff for the current year. This was due to increased enrollments in some of the larger centers. There are 283 teachers in our school system for this year.

SMYTH COUNTY SCHOOLS - 1960

The Smyth County school building program has made considerable progress during 1960. Work on Marion Senior High School, started late in 1959, has continued through 1960, and is scheduled for completion on June 1, 1961. Completion of this building will eliminate the crowded conditions at the Marion High School and make it possible for the first grade in Marion to attend school for a full day.

During the year the Smyth County School Board and Board of Supervisors completed arrangements with the Virginia Supplemental Retirement System and the Literary Fund to borrow money to complete the elementary school building program. Plans are complete for some of the buildings and they will be advertised in the near future.

The Smyth County school enrollment for the current year is 7,167. This is forty-eight fewer than a year ago. Of the 7,167, there are 4,875 in the elementary grades and 2,292 in high school.

Thirty-two Smyth County school buses travel 1,500 miles per day in transporting 4,500 children to school for the present year. Regular inspection and repair, school bus patrols and thorough safety instructions to drivers and pupils are part of our regular program in safety.

There are 285 teachers in our Smyth County schools this year. We have a fine group of teachers interested

in our youngsters and they are working to become better teachers. An extension class from the University of Virginia in Elementary School Problems was conducted last summer in Marion and more than thirty-five of our teachers were enrolled. A class in Guidance is underway in Chilhowie at present and eighteen teachers are enrolled. A National Science Foundation class in Mathematics is being held at Marion High School during the present year with a number of our teachers enrolled. In addition, a number of our teachers were enrolled in college during the summer of 1960.

SMYTH COUNTY SCHOOLS - 1962

The year 1962 has been an eventful one for Smyth County's schools and several firsts have been recorded.

The county-wide school building program has continued on schedule. The new Marion Primary School was opened in August, 1962. This is a twenty-five classroom building containing a library, offices, cafeteria, kitchen, clinic and toilets. The building is located on the same sixty-seven acre site with the Marion Intermediate School and the Marion Senior High School. In these three schools there are approximately 2,100 pupils. This arrangement has simplified our school bus transportation system and has made it possible to give better service at a lower cost. After the first day or so, the problem of traffic congestion has been almost negligible.

A site for the new Chilhowie Elementary School was purchased early in 1962, and a contract was signed for this building during the late summer. This is a seventeen classroom building containing a library, offices, clinic, cafeteria, kitchen, and toilet facilities. It is located on a fourteen acre site about a mile from the Chilhowie corporate limits.

A site was purchased for the new Rich Valley Elementary School and a contract was signed for a unit of eight classrooms. This site is adjacent to the new Rich Valley High School which also simplifies school bus transportation.

The Sugar Grove High School was equipped with a complete science laboratory and individual lockers during the year.

This is probably the first time that the Smyth County School Administrative Offices have been located out of the courthouse since the early 1900's. The old primary school on the hill back of the courthouse has been taken over by the Board of Supervisors to provide badly needed office space. The building has been renovated and remodeled into offices and is now known as the Smyth County Office Building. In addition to the School Board Offices, the building now provides offices for the Health Department, County Agent, Home Economics Demonstration Agent, Agricultural Stabilization and Conservation Board and Soil Conservation Service. The building also provides space for the Smyth County Library which will expand its services in the near future.

It may be well to mention that along with the new building program, much additional instructional material and equipment has been provided in all grades and in all areas of the curriculum.

This year of 1962 is the first for a county-wide textbook rental system. Each pupil pays \$5.00, \$6.00 or \$7.00 rental fee which covers the use of all regular texts for the year. This results in a considerable saving for the people of Smyth County. The system was started at the end of the 1961-62 school year by asking the parents and pupils

to donate their used books. A fine response caused everyone to glow with pride and sent the rental system off to an excellent start.

The county school enrollment reached a new high of 7,527 in September, 1962. This is almost 300 more pupils than the previous record. Four thousand, nine hundred eleven were in the elementary grades and two thousand, six hundred sixteen in high school. This was the first year that all Smyth County high schools had a five year program. We now have a twelve year school program in all Smyth County schools.

A record number of teachers started the year in August, 1962. Three hundred twelve teachers are now employed. The previous high was 298.

The Board of Supervisors and the people of Smyth County provided a liberal increase in the teachers' salary scale for the year which started in August, 1962. The salary scale for a teacher with a college degree now begins at \$3,500 and progresses to a maximum of \$4,750 after nine years of experience.

Much progress has been made through Smyth County's in-service education and professional growth program. The ways through which in-service training and growth have been achieved are:

1. Individual study and participation in extension and summer school classes

2. Faculty study groups
3. Use of specialists as consultants in work-day and after school meetings
4. Division-wide improvement programs in special areas

In order that a more comprehensive picture of this program may be given, the following statistics are included for the past two years--summer 1961 through school session 1962-63. During this period, extension courses have been held in these subjects: Language, Curriculum, Guidance and Testing, Arts and Crafts and Teaching the Social Studies. Outside consultants have assisted groups of teachers in these areas: Language, Reading, Arithmetic, Music, Physical Education, Social Studies, Children's Problems, Instructional Materials, Art and Testing. During the past three years, all elementary teachers have participated in a comprehensive study program designed to improve their teaching of the Social Studies. Recently, each grade-group shared social studies ideas, experiences and materials during an in-service work-day. This session the high school teachers of English and Mathematics and those seventh grade teachers who teach Arithmetic, are engaged in monthly study meetings in an intensive effort to improve their respective offerings.

Our statistics indicate that during these two years, approximately 40% of the teachers in Smyth County schools have participated in one or more extension classes and about 20% have attended summer school. An additional 17% of those teaching

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during the years received their college degrees in 1961 or 1962. More than 75%, we are proud to announce, have received very recent teacher-training in addition to local self-improvement teaching-improvement programs.

Among the efforts of the Smyth County Schools to better provide for the needs of its students is the work of the visiting teacher, which is a personnel service to pupils. The visiting teacher works as a liaison between the school and the home, and also between the pupil and the civic and social agencies which have services to offer him. Those pupils whose problems interfere with their school adjustment and progress are referred to this person. Last year, 526 pupils, or approximately 7½% of the school enrollment, were so referred. By far the largest number, 356, were referred by school personnel; ninety were referred by parents, forty-eight by community agencies, twenty-two by interested relatives or neighbors, seven by children themselves, and three by the family physician. The services of the following agencies were enlisted in attacking those problems with which the school and the home needed help: The Marion, Chilhowie and Saltville civic clubs, the Smyth County Department of Public Welfare, the Smyth County Health Department, the Brunswick Workers Fund, the Smyth County Court, the Out-Patient Clinic at Southwestern State Hospital, the McGuffey Reading Clinic at the University of Virginia and the Virginia Children's Treatment Center in Richmond.

The largest restaurant business in the county is operated by the Smyth County Schools. Each of the schools now has a cafeteria supplied with modern equipment for food preparation. During the month of September, 1962, the schools served 150,643 lunches, 12,661 of which were served free of charge.

Parents should note that during September their children consumed 195,531 bottles of milk, 5,048 pounds of butter, 11,135 pounds of meat, 363 dozen eggs, 2,435 pounds of cheese and 464 pounds of peanut butter.

The fact that schools play an important role in the economy of the county may be seen in the fact that school cafeterias spent a total of \$271,239.64 during the 1961-62 school year.

We are proud of the fact that we are still able to offer a hot lunch in most of our school cafeterias for 20¢ in the elementary schools and 25¢ in the high schools. Many school divisions are charging 35¢ to 50¢ for the same type lunch. If we had charged 35¢ instead of 20¢ for lunches during the month of September, the citizens of Smyth County would have spent over \$22,000 more for lunches. We are justly proud of the fact that we can pass this savings on to the county residents.

The Smyth County Schools also operate the largest transportation system in the county. During the month of September, 1962, our school buses traveled a total of 40,286 miles while transporting pupils. Thirty-three school buses transport approximately 4,763 pupils.

These new

buses were used to replace buses which had been in operation approximately ten years. We are proud of the safety record which our school buses have maintained over the years. This year we awarded safety awards to the majority of our drivers. These awards are given to those drivers who have not had an accident of any kind during the preceding year. Three of our school bus drivers received pins for seven years of safe driving, while others received awards for from one to six years.

The bookmobile traveled some 542 miles nineteen days each month to the seventeen schools in the county with elementary grades. It also had sixteen stops at filling stations, stores, homes or community centers. The total circulation was 47,099 books. Of these, 11,630 were adult books and 35,469 were children's books. However, these figures do not show how many times the books were read in the various classrooms. Combining those figures with the others, the total circulation was 87,022 books. The adult total was 14,265 and the books for children 72,757.

SMYTH COUNTY ELEMENTARY SCHOOLS

1948-1976

It seems appropriate to include in this history separate information for the larger elementary schools by years even though much of it is included with the high school listings. This separate listing starts with the 1948-49 school year since this is about the time when larger elementary schools became separate entities from the high schools.

ELEMENTARY SCHOOLS

ATKINS

<u>Year</u>	<u>Principal</u>	<u>Grades</u>	<u>No. Teachers</u>	<u>No. Pupils</u>
1948-49	I. O. Foglesong	1-7	6 + Prin.	304
1949-50	I. O. Foglesong	1-7	6 + Prin.	300
1950-51	I. O. Foglesong	1-7	7 + Prin.	265
1951-52	I. O. Foglesong	1-7	7 + Prin.	278
1952-53	I. O. Foglesong	1-7	7 + Prin.	267
1953-54	I. O. Foglesong	1-7	7 + Prin.	274
1954-55	I. O. Foglesong	1-7	7 + Prin.	278
1955-56	I. O. Foglesong	1-7	7 + Prin.	290
1956-57	I. O. Foglesong	1-7	8 + Prin.	283
1957-58	I. O. Foglesong	1-7	8 + Prin.	265
1958-59	I. O. Foglesong	1-7	8 + Prin.	253
1959-60	I. O. Foglesong	1-7	8 + Prin.	247
1960-61	I. O. Foglesong	1-7	8 + Prin.	246
1961-62	I. O. Foglesong	1-7	8 + Prin.	259
1962-63	I. O. Foglesong	1-7	9 + Prin.	271
1963-64	I. O. Foglesong	1-7	9 + Prin.	257
1964-65	I. O. Foglesong	1-7	9	244
1965-66	I. O. Foglesong	1-7	8	241
1966-67	I. O. Foglesong	1-7	8	246
1967-68	I. O. Foglesong	1-7	10	263
1968-69	I. O. Foglesong	1-7	10	271
1969-70	I. O. Foglesong	1-7	10+2 Tutors	289
1970-71	I. O. Foglesong	1-7	13	254
1971-72	Edgar S. Waddell	1-7	12+1 Tutor	243
1972-73	Edgar S. Waddell	1-6	11+1 Tutor	239
1973-74	Edgar S. Waddell	K-6	10+1 Tutor	266
1974-75	Edgar S. Waddell	K-6	11+1 Tutor	274
1975-76	Edgar S. Waddell	K-6	12+1 Tutor	273
1976-77	Edgar S. Waddell	K-6	12+1 Tutor	287
1977-78	Edgar S. Waddell	K-6	12+1 Tutor	276

Junior High after 1969-70

ALLISON GAP

<u>Year</u>	<u>Principal</u>	<u>Grades</u>	<u>No. Teachers</u>	<u>No. Pupils</u>
1948-49	C. H. Herndon	1-7	9+Prin.	365
1949-50	C. H. Herndon	1-7	11+Prin.	430
1950-51	Joseph C. Smith	1-7	11+Prin.	449
1951-52	Joseph C. Smith	1-7	11+Prin.	426
1952-53	Charles P. Cullop	1-7	11+Prin.	402
1953-54	John D. Neely	1-7	11+Prin.	430
1954-55	John D. Neely	1-7	11+Prin.	398
1955-56	Harry J. Garnand	1-7	11+Prin.	379
1956-57	Harry J. Garnand	1-7	11	379
1957-58	Harry J. Garnand	1-7	11	362
1958-59	Harry J. Garnand	1-7	11+Prin.	366
1959-60	Frances M. Bateman	1-7	11+Prin.	354
1960-61	Frances M. Bateman	1-7	11+Prin.	341
1961-62	Frances M. Bateman	1-7	11+Prin.	334
1962-63	Frances M. Bateman	1-7	11+Prin.	357
1963-64	Frances M. Bateman	1-7	11	333
1964-65	Frances M. Bateman	1-7	11	325
1965-66	Frances M. Bateman	1-7	11	330
1966-67	Frances M. Bateman	1-7	11	328
1967-68	Frances M. Bateman	1-7	11	333
1968-69	Frances M. Bateman	1-7	11	322
1969-70	Frances M. Bateman	1-7	12	288
1970-71	Frances M. Bateman	1-7	11	256
1971-72	Frances M. Bateman	1-7	10	201
1972-73	W. Max Rhea	1-6	8	116
1973-74	John V. Morgan	2-5	5	77
1974-75	W. Max Rhea	K, 3, 4, 5	6	95
1975-76	W. Max Rhea	K, 4, 5	5	85
1976-77	W. Max Rhea	K, 5	4	57
1977-78	W. Max Rhea	K	3	56
	W. Max Rhea	K	3	

CARNEGIE

<u>Year</u>	<u>Principal</u>	<u>Grades</u>	<u>No. Teachers</u>	<u>No. Pupils</u>
1948-49	L. D. Dabney	1-7	3	84
1949-50	L. D. Dabney	1-7	3	91
1950-51	L. D. Dabney	1-7	3	81
1951-52	L. D. Dabney	1-7	3	84
1952-53	L. D. Dabney	1-7	3	79
1953-54	L. D. Dabney	1-7	3	84
1954-55	L. D. Dabney	1-7	3	87
1955-56	L. D. Dabney	1-7	3	73
1956-57	L. D. Dabney	1-7	3	67
1957-58	L. D. Dabney	1-7	3	66
1958-59	L. D. Dabney	1-7	3	62
1959-60	L. D. Dabney	1-7	3	62
1960-61	L. D. Dabney	1-7	3	61
1961-62	L. D. Dabney	1-7	3	60
1962-63	L. D. Dabney	1-7	3	58
1963-64	L. D. Dabney	1-7	3	62
1964-65	L. D. Dabney	1-7	3	61

Carnegie School closed at end of 1964-65. Pupils were transferred to school nearest their home.

CHILHOWIE

<u>Year</u>	<u>Principal</u>	<u>Grades</u>	<u>No. Teachers</u>	<u>No. Pupils</u>
1948-49	George E. Copenhaver	1-7	15	543
1949-50	George E. Copenhaver	1-7	15	570
1950-51	George E. Copenhaver	1-7	15	531
1951-52	George E. Copenhaver	1-7	15	490
1952-53	George E. Copenhaver	1-7	15	471
1953-54	George E. Copenhaver	1-7	15	501
1954-55	George E. Copenhaver	1-7	15	495
1955-56	George Kreger	1-7	16	501
1956-57	George Kreger	1-7	16	501
1957-58	George Kreger	1-7	17	538
1958-59	George Kreger	1-7	18	569
1959-60	George Kreger	1-7	21	649
1960-61	George Kreger	1-7	21	635
1961-62	George Kreger	1-7	21	617
1962-63	George Kreger	1-7	21	646
1963-64	William Baker	1-7	24	686
1964-65	William Baker	1-7	24	672
1965-66	William Baker	1-7	24	675
1966-67	Cleve Compton	1-7	24	678
1967-68	Cleve Compton	1-7	24	664
1968-69	Cleve Compton	1-7	26+4 Tutors	735
1969-70	Cleve Compton	1-7	27+1 Tutor	717
1970-71	Samuel G. Hambrick	1-7	27+1 Tutor	739
1971-72	Samuel G. Hambrick	1-7	27+1 Tutor	720
1972-73	Samuel G. Hambrick	1-7	27+1 Tutor	744
1973-74	Samuel G. Hambrick	1-7	27+1 Tutor	775
1974-75	Samuel G. Hambrick	1-7	*30+1 Tutor	780
1975-76	Samuel G. Hambrick	1-7	31+1 Tutor	795
1976-77	Samuel G. Hambrick	1-7	34+2 Tutors	869
1977-78	Samuel G. Hambrick	K-7	37+2 Tutors	863

For 1966-67, a full time elementary principal was employed. The high school principal had been doing double duty until this time.

*Physical education, music, hearing impaired education and skill development teachers

MARION ELEMENTARY

<u>Year</u>	<u>Principal</u>	<u>Grades</u>	<u>No. Teachers</u>	<u>No. Pupils</u>
1948-49	Howard W. Williams	1-7	30	1196
1949-50	Howard W. Williams	1-7	30	1288
1950-51	Howard W. Williams	1-7	30	1147
1951-52	Howard W. Williams	1-7	29	1084
1952-53	Howard W. Williams	1-7	30	1097
1953-54	Howard W. Williams	1-7	40	1365
1954-55	Howard W. Williams	1-7	43	1446

Marion Elementary School was considered one school with one principal thru the 1954-55 school year although it was housed in two buildings. After this year, it was two separate schools, Marion Intermediate and Marion Primary.

MARION INTERMEDIATE

<u>Year</u>	<u>Principal</u>	<u>Grades</u>	<u>No. Teachers</u>	<u>No. Pupils</u>
1955-56	Howard W. Williams	4-7+one 3	25	782
1956-57	John Neely	1-7+one 3	25	817
1957-58	John Neely	4-7+one 3	26	813
1958-59	John Neely	4-7+two 3	27	875
1959-60	John Neely	4-7+two 3	29	962
1960-61	John Neely	4-7+two 3	28	896
1961-62	Stewart M. Lilly	3-6	29	927
1962-63	Stewart M. Lilly	4-6+three 3	25	773
1963-64	Stewart M. Lilly	4-6+four 3	25	788
1964-65	Stewart M. Lilly	4-6+one 3	24	741
1965-66	Stewart M. Lilly	4-6+one 3	25	752
1966-67	Stewart M. Lilly	4-6+one 3	25	730
1967-68	Stewart M. Lilly	4-6+one 3	26	697
1968-69	Stewart M. Lilly	4-6+one 3	26	695
1969-70	Stewart M. Lilly	4-6	26	723
1970-71	Stewart M. Lilly	4-6+one 3	31	825
1971-72	Stewart M. Lilly	4-6+two 3	32+1 Tutor	816
1972-73	Stewart M. Lilly	4-6+two 3	36+1 Tutor	825
1973-74	Stewart M. Lilly	4-6+two 3	34+1 Tutor	834
1974-75	Stewart M. Lilly	4-6+two 3	34+1 Tutor	835
1975-76	Stewart M. Lilly	4-6+two 3	35+1 Tutor	821
1976-77	Stewart M. Lilly	4-6+two 3	31+2 Tutors	777
1977-78	Stewart M. Lilly	4-6+two 3	34+2 Tutors	761

Special education teachers added in 1970-71

Physical education and art teachers added in 1973-74

Skill development teachers added in 1975-76

MARION PRIMARY

<u>Year</u>	<u>Principal</u>	<u>Grades</u>	<u>No. Teachers</u>	<u>No. Pupils</u>
1955-56	Margaret White	1-3	18	692
1956-57	Margaret White	1-3	18+Prin.	673
1957-58	Margaret White	1-3	18+Prin.	675
1958-59	Margaret White	1-3	18+Prin.	650
1959-60	Margaret White	1-3	18+Prin.	633
1960-61	Margaret White	1-3	18+Prin.	666
1961-62	Margaret White	1-3	19	584
1962-63	Margaret White	1-3	25	709
1963-64	Margaret White	1-3	25	648
1964-65	Margaret White	1-3	24	665
1965-66	Margaret White	1-3	25	701
1966-67	Margaret White	1-3	26	723
1967-68	Margaret White	1-3	26	705
1968-69	Margaret White	1-3	27+2 Tutors	653
1969-70	Margaret White	1-3	27+2 Tutors	715
1970-71	Margaret White	1-3	27+4 Tutors	736
1971-72	Margaret White	1-3	27+4 Tutors	705
1972-73	Margaret White	1-3	27+2 Tutors	690
1973-74	Margaret White	1-3	29+1 Tutor	665
1974-75	Margaret White	1-3	31+1 Tutor	671
1975-76	David P. Helms	1-3	32+1 Tutor	652
1976-77	David P. Helms	K-3	40+1 Tutor	872
1977-78	David P. Helms	K-3	40+2 Tutors	905

- 1973-74 - Art and music teacher added
- 1974-75 - Two special education teachers added
- 1975-76 - Early childhood specialist added

OAK POINT

<u>Year</u>	<u>Principal</u>	<u>Grades</u>	<u>No. Teachers</u>	<u>No. Pupils</u>
1948-49	Mrs. Grace Burton	1-7	3 + Prin.	110
1949-50	Mrs. Grace Burton	1-7	4 + Prin.	160
1950-51	Mrs. Grace Burton	1-7	5 + Prin.	281
1951-52	Mrs. Grace Burton	1-7	7 + Prin.	270
1952-53	Mrs. Grace Burton	1-7	7 + Prin.	266
1953-54	Mrs. Grace Burton	1-7	5 + Prin.	208
1954-55	Mrs. Grace Burton	1-7	5 + Prin.	224
1955-56	Mrs. Grace Burton	1-7	7 + Prin.	244
1956-57	Mrs. Grace Burton	1-7	7 + Prin.	264
1957-58	Mrs. Grace Burton	1-7	7 + Prin.	248
1958-59	Mrs. Grace Burton	1-7	7 + Prin.	263
1959-60	Mrs. Grace Burton	1-7	7 + Prin.	225
1960-61	Mrs. Grace Burton	1-7	7 + Prin.	224
1961-62	Mrs. Grace Burton	1-7	7	218
1962-63	Mrs. Grace Burton	1-7	7	202
1963-64	Mrs. Grace Burton	1-7	7	193
1964-65	Mrs. Grace Burton	1-7	6	189
1965-66	W. Max Rhea	1-6	7	168
1966-67	Mrs. Grace Burton	1-7	7	177
1967-68	Mrs. Grace Burton	1-7	7	199
1968-69	Joseph R. Chambers	1-7	8	205
1969-70	Samuel G. Hambrick	1-7	8	230
	Samuel G. Hambrick	1-7	8	

For 1964-65, seventh grade sent to Marion Junior High.
 Oak Point closed after 1969-70 and the pupils transferred to
 Sugar Grove and Marion.

RICH VALLEY

<u>Year</u>	<u>Principal</u>	<u>Grades</u>	<u>No. Teachers</u>	<u>No. Pupils</u>
1948-49	A. P. Levicki	1-7	7	256
1949-50	A. P. Levicki	1-7	7	257
1950-51	A. P. Levicki	1-7	7	258
1951-52	R. M. Buchanan	1-7	7	265
1952-53	R. M. Buchanan	1-7	7	246
1953-54	R. M. Buchanan	1-7	7	234
1954-55	R. M. Buchanan	1-7	8	238
1955-56	R. M. Buchanan	1-7	8	257
1956-57	R. M. Buchanan	1-7	8	286
1957-58	R. M. Buchanan	1-7	9	285
1958-59	R. M. Buchanan	1-7	15	302
1959-60	R. M. Buchanan	1-7	15	296
1960-61	R. M. Buchanan	1-7	15	264
1961-62	R. M. Buchanan	1-7	16	292
1962-63	R. M. Buchanan	1-7	16	374
1963-64	R. M. Buchanan	1-7	18	383
1964-65	R. M. Buchanan	1-7	18	389
1965-66	Dickie D. Blackwell	1-7	18	491
1966-67	Dickie D. Blackwell	1-7	18	480
1967-68	Dickie D. Blackwell	1-6	19+ 1 Tutor	529
1968-69	Dickie D. Blackwell	1-6	18+ 1 Tutor	523
1969-70	Dickie D. Blackwell	1-6	18+2 Tutors	509
1970-71	Dickie D. Blackwell	1-6	13+2 Tutors	475
1971-72	Dickie D. Blackwell	1-6	13+1 Tutor	424
1972-73	Dickie D. Blackwell	1-6	15+1 Tutor	405
1973-74	Dickie D. Blackwell	K-6	15+1 Tutor	362
1974-75	John V. Morgan	K-6	16+1 Tutor	383
1975-76	John V. Morgan	K-6	16+1 Tutor	394
1976-77	John V. Morgan	K-6	Skill development teacher added	391
1977-78	John V. Morgan	K-6	16+2 Tutors	383
		K-6	16+1 Tutor	

For 1965-66, a full time elementary principal was employed. The two seventh grades were housed in the high school building and in 1967-68, the seventh grade became a part of the junior-senior high school.

RIVERSIDE

<u>Year</u>	<u>Principal</u>	<u>Grades</u>	<u>No. Teachers</u>	<u>No. Pupils</u>
1948-49	Minnie Rouse	1-7	5 + Prin.	183
1949-50	Minnie Rouse	1-7	5 + Prin.	188
1950-51	Minnie Rouse	1-7	5 + Prin.	220
1951-52	Minnie Rouse	1-7	5 + Prin.	218
1952-53	Minnie Rouse	1-7	5 + Prin.	208
1953-54	Minnie Rouse	1-7	5 + Prin.	215
1954-55	Minnie Rouse	1-7	5 + Prin.	214
1955-56	Minnie Rouse	1-7	5 + Prin.	206
1956-57	Minnie Rouse	1-7	5 + Prin.	201
1957-58	Minnie Rouse	1-7	5 + Prin.	196
1958-59	Minnie Rouse	1-7	6 + Prin.	207
1959-60	Minnie Rouse	1-7	6 + Prin.	216
1960-61	Minnie Rouse	1-7	6 + Prin.	208
1961-62	Minnie Rouse	1-7	6 + Prin.	216
1962-63	Minnie Rouse	1-7	6 + Prin.	205
1963-64	Minnie Rouse	1-7	7	195
1964-65	Minnie Rouse	1-7	7	184
1965-66	V. Ralph Sebastian	1-7	7	187
1966-67	Mrs. Grace Burton	1-7	7	195
1967-68	Mrs. Grace Burton	1-7	7	222
1968-69	Joseph R. Chambers	1-7	8	177
1969-70	Samuel G. Hambrick	1-6	6	185
1970-71	Samuel G. Hambrick	1-6	6	167
1971-72	Ruth Echols	1-6	5 + Prin.	165
1972-73	David W. Cassell	1-6	6	164
1973-74	David W. Cassell	1-6	6 + 1 Tutor	187
1974-75	David W. Cassell	K-6	8 + 1 Tutor	181
1975-76	David W. Cassell	K-6	7 + 1 Tutor	175
1976-77	David W. Cassell	K-6	7 + 1 Tutor	172
1977-78	David W. Cassell	K-6	7 + 1 Tutor	168

SALTVILLE

	<u>Principal</u>	<u>Grades</u>	<u>No. Teachers</u>	<u>No. Pupils</u>
1948-49	R. M. Buchanan	1-7	14	537
1949-50	R. M. Buchanan	1-7	14	565
1950-51	R. M. Buchanan	1-7	14	552
1951-52	A. P. Levicki	1-7	14	538
1952-53	A. P. Levicki	1-7	14	545
1953-54	A. P. Levicki	1-7	14	567
1954-55	Lynn Moore	1-7	14	568
1955-56	Lynn Moore	1-7	14	567
1956-57	Lynn Moore	1-7	14	543
1957-58	Lynn Moore	1-7	15	530
1958-59	Lynn Moore	1-7	15	523
1959-60	Lynn Moore	1-7	17	535
1960-61	Lynn Moore	1-7	17	535
1961-62	Lynn Moore	1-7	17	514
1962-63	Lynn Moore	1-7	15	483
1963-64	Lynn Moore	1-7	15	480
1964-65	Charles Patterson	1-6	13	495
1965-66	Charles Patterson	1-6	13	493
1966-67	W. Max Rhea	1-6	13	507
1967-68	W. Max Rhea	1-6	13	490
1968-69	W. Max Rhea	1-6	13	496
1969-70	W. Max Rhea	1-6	15	509
71	W. Max Rhea	1-6	14+1 Tutor	524
71-72	W. Max Rhea	1-6	14+1 Tutor	457
72-73	W. Max Rhea	1-6	15+1 Tutor	427
73-74	W. Max Rhea	1-6	15+1 Tutor	413
74-75	W. Max Rhea	1-6	*17+2 Tutors	405
75-76	W. Max Rhea	1-6	17+2 Tutors	396
76-77	W. Max Rhea	1-6	18+2 Tutors	413
77-78	W. Max Rhea	1-6	19+2 Tutors	461

For 1964-65, a full time elementary principal was employed.
 high school became a junior-senior high school, grades 7-12.

SUGAR GROVE

<u>Year</u>	<u>Principal</u>	<u>Grades</u>	<u>No. Teachers</u>	<u>No. Pupils</u>
1948-49	Charles Clear	1-7	7	262
1949-50	Charles Clear	1-7	8	285
1950-51	Charles Clear	1-7	8	270
1951-52	Charles Clear	1-7	8	275
1952-53	George Kreger	1-7	8	268
1953-54	George Kreger	1-7	8	310
1954-55	George Kreger	1-7	8	300
1955-56	Charles P. Cullop	1-7	8	277
1956-57	Charles P. Cullop	1-7	8	272
1957-58	Samuel P. Cox	1-7	10	332
1958-59	Samuel P. Cox	1-7	10	304
1959-60	Samuel P. Cox	1-7	10	287
1960-61	Samuel P. Cox	1-7	10	262
1961-62	Samuel P. Cox	1-7	10	243
1962-63	Samuel P. Cox	1-7	10	261
1963-64	E. R. Thompson	1-7	10	257
1964-65	E. R. Thompson	1-7	11	303
1965-66	E. R. Thompson	1-7	11	296
1966-67	Greever Crouse	1-7	11	293
1967-68	Greever Crouse	1-7	11	317
1968-69	Greever Crouse	1-7	11	319
1969-70	Greever Crouse	1-7	11	318
1970-71	Greever Crouse	1-7	11+2 Tutors	352
1971-72	Greever Crouse	1-7	13+2 Tutors	351
1972-73	Greever Crouse	1-7	13+1 Tutor	354
1973-74	Greever Crouse	1-7	13+2 Tutors	401
1974-75	Greever Crouse	K-7	*18+1 Tutor	393
1975-76	Greever Crouse	K-7	18+1 Tutor	408
1976-77	Greever Crouse	K-7	18+1 Tutor	410
1977-78	Greever Crouse	K-7	20+1 Tutor	376

*Includes one art and one special education

CURRICULUM IN SMYTH COUNTY SCHOOLS

As early as 1779, Thomas Jefferson had submitted to the Virginia Assembly a bill which provided for a vertical system of schools involving three types as given below. This bill is generally regarded as the first proposal in America for a modern state school system.

1. Elementary schools to be maintained at public expense
2. Secondary schools to be supported, in part, by direct state appropriation and, in part, by tuition
3. A university to be supported wholly by the state.

Society was not ready for such an advanced system of education and the bill was defeated.

Governors Tyler, Monroe and Cabell, who followed Jefferson, sent messages to the Virginia Assembly emphasizing the need for a system of education in the state.

The following Acts of the Virginia Assembly led to the establishment of a system of education for the state.

1. An act creating the Literary Fund passed in 1810. The money created from this fund was to be appropriated to the sole benefit of

2. An act of 1811 created a state board whose duty it was to establish schools for the education of the poor in each and every county.

3. A bill of 1816 was passed which greatly increased the Literary Fund.

4. The bill of 1818 was passed which marked the first real attempt to establish public education in Virginia.

Under this bill, a system of primary schools and a state university were to be established. School commissioners for each county/city were to be appointed by the courts to determine the number of poor children to be educated in each county from the proceeds of the Literary Fund.

These bills provided the legal basis for public education in Virginia until 1870.

The bill of 1818 was the first attempt to prescribe a curriculum. It provided that the poor children selected by the school commissioner and sent to such school shall be taught reading, writing and arithmetic.

The first indication of the curriculum followed in these "Education of the Poor" schools in Smyth County comes from the Smyth County School Commissioner's report to the Directors of the Literary Fund of Virginia in the middle 1840's which gives the books in use in the district free schools in Smyth County. These books were: Elementary Spelling Book, New York and

English Readers, "Testament", Parley's Work, Pike's Arithmetic, Kirkhaw's Grammer, and Smiley's Geography.

This same pattern of curriculum was probably followed until 1870 when an act of the Assembly of Virginia made provision for the establishment and maintenance of a uniform system of public free schools.

It must be remembered that from 1832 to 1870, during the "Education of the Poor and Orphans" era, that for most of those years fewer than 50% of those selected to attend enrolled. The children of those who were financially "well to do" sent their children to private schools which flourished in Smyth County during the period or to private schools outside the county or used tutors. Parents who were poor hesitated to send their children to the "Education of the Poor and Orphan Schools" because they did not want their children to be called paupers.

It might be well to look at the curriculum of some of the private schools in Smyth County during this period.

Marion Male Academy 1868

Orthography, reading, writing, mental arithmetic, written arithmetic, geography and grammar

Chatham Hill High School 1872

Primary: Orthography, penmanship, geography, arithmetic
Intermediate: Grammar, arithmetic, geography,

White Oak Branch School 1880

This school was part free school and part tuition. One Judge George W. Richardson gave an interesting report regarding his experience as a pupil at White Oak Branch.

"We learned our ABC's and the sounds of the different letters and the method of combining these so as to make words from McGuffey's old blue back speller and then to read from McGuffey's readers and got our first knowledge of figures and mathematics from Pike's arithmetic. We studied out loud and sang geography.

Act of General Assembly of 1870

This act provided for what subjects should be taught as follows:

"In every public free school shall be taught orthography, reading, writing, arithmetic, grammar, geography and no other branches shall be introduced except as allowed by special regulations to be devised by the Board of Education."

Teacher's Registers for 1907

Common School Branches. In all common schools including primary and grammar grades, the following subjects shall be taught: Orthography, reading, writing, arithmetic, grammar, geography, History of the United States, History of Virginia, physiology and hygiene, drawing and civil government; and local boards may provide for the introduction of music, nature study, manual drawing and schools

Provisions for Higher Branches. County school boards or district school boards may establish and maintain public high schools or provide for the introduction of certain high school branches into graded schools. For instruction in such higher branches, a tuition fee not to exceed \$2.50 per school month may be charged.

The high school curriculum offered in any individual school in Smyth County during the 1800's and early 1900's was determined, in part, by the qualifications, abilities, wishes and beliefs of the teachers who could be employed. J. Richard Campbell, who graduated from Marion High School in 1913, tells me that during his four years in Marion High School he took four years of Latin and two years of German. This was probably the only time German was offered in Smyth County.

Curriculum From Teacher's Registers for 1921-22

The curriculum required for the Common Schools for this year was exactly the same as for 1907.

High school subjects offered by grades and given below:

8th Grade

Reading
Spelling
English
Algebra I
Latin
French

9th Grade

Reading
Spelling
History, World
Algebra II
Latin II
Physical Geography
English

10th Grade

Geometry
English Literature
Latin III
French I
U. S. History
Physics
Chemistry
General Agriculture
Algebra II
Civics

11th Grade

Latin II
Algebra II
Government
French II
English
Chemistry
Physics
Civics
Geometry

Curriculum From Teacher's Registers for 1931-32

Regulations regarding the elementary curriculum for this year were the same as they had been for 1907 and 1921-22. However, a course in English had been added to each grade level. A twenty-five or thirty minute organized physical education period had replaced the old recess period. Otherwise, the curriculum was identical to the one used in 1921-22.

At the high school level, an organized thirty minute period per day for physical education had been inserted into the daily high school schedule about 1930. No gymnasiums were available so the whole school was scheduled in physical education at the same time. The whole student body was divided into boy and girl teams in softball, volleyball, horseshoes, basketball, etc. When the weather was good, a round room schedule on the outdoor courts and fields in all sports was conducted. During inclement weather, calisthenics and other exercises were the order of the day in each classroom. A four year course in vocational agriculture had been

Howie,

grade level had been added but the high school offering remained the same as for 1921-22 other than these additions. This was the first year the author of this book had been part of the Smyth County School System.

Curriculum 1939-40

The only changes in the curriculum for elementary or high school since 1931-32 was the addition of high school business courses such as business mathematics, typing, shorthand and commercial law. A beginning course in first year home economics had been initiated in some of the high schools and at least one high school was offering courses in industrial arts.

Curriculum 1950

The elementary curriculum in Smyth County Schools was basically the same in 1950 as it was in 1932.

A major change in the State and Smyth County School Systems was made about this time. The eleven year school system of previous years was elevated to a twelve year one which changed the four year high school into a five year high school. The extra year was added to the high school at the eighth grade level and was sometimes called an exploratory year. Nine and twelve week exploratory courses were offered in art, agriculture, home economics, band, chorus, industrial arts and business from which the individual pupils could elect three or four short courses to fit his interests and wishes. At the same time each student would continue to take four academic

or semi-academic courses best suited to his talents and abilities. At first, this first year of high school (8th) was supposed to be a decision making year. Some of the pupils who were college bound and those who had already planned to take band or chorus on a year-round basis, chose an academic course for all five years and did not elect to take any exploratory courses. In some circles it was believed that this eighth grade should be one of universal promotion but Smyth County did not adopt this option.

After a few years, the exploratory nature and decision making purpose was phased out of the eighth grade program and it became a regular high school addition to the old four year high school specializing in "readin, ritin, rithmetic," and other academic matters. It is true that some of the exploratory courses became special interest short courses and remained as part of the curriculum of the eighth grade to this day.

Some educators claim that the extra year was added at the twelfth grade level because the regular academic courses became more difficult and the amount of material to be covered increased greatly. Courses in advanced chemistry, advanced biology and calculus level mathematics came into the high school curriculum at the twelfth grade level at this same time.

It might be well to point out that emphasis on higher education for all during the two

1960's brought into the secondary schools types of boys and girls who had not had the opportunity to reach this level of instruction in past years. This widened the range of individual differences and it was necessary to make some adjustments and add new courses at the top and lower levels to provide education suited to the talents, abilities, interests and needs of all the youngsters, brilliant and not so brilliant.

A complete list of subject offering per grade is attached for the period between 1955 and 1965 to show how the offerings had increased. This curriculum increase was not mandated entirely, but the powers that be and most educators felt that it was necessary.

Smyth County has four high schools ranging in size from 300 pupils to 1,100 pupils for 1977-78. Obviously, it has never been feasible or possible to offer the identical number and kinds of courses in all of them. The course offering in the largest school numbers seventy or more, while in the smallest school it is probably half of that. The deficiency in the smaller schools is more glaring in the advanced courses in mathematics and science and in the foreign language field where usually only one foreign language course is offered each year and sometimes not at all. Drama, public speaking, art and distributive education are rarely offered in the small

SMYTH COUNTY SCHOOLS CURRICULUM

1950-51

1st Grade

Reading
Number Work
Writing
Drawing
Spelling

2nd Grade

Reading
Number Work
Spelling
Writing
Art
Health Habits
Music
Physical Education

3rd Grade

Language
Mathematics
Reading
Spelling
Physical Education
Music
Health

4th Grade

Language
Mathematics
Geography
History
Health
Reading
Spelling
Writing

5th Grade

Geography
History
Health
Reading
Spelling
Writing
Language
Arithmetic
Music
Art

6th Grade

Band
Geography
History
Health
Reading
Spelling
Writing
Language
Arithmetic

7th Grade

Geography
History
Civics
Health
Reading
Spelling
History
Language
Arithmetic
Band

8th Grade

Social Studies
Language Arts
General Math ($\frac{1}{2}$ Year)
Algebra
General Science
Band
Chorus
Physical Education
Exploratory
Home Economics
Business
Art
Music

9th Grade

Social Studies
Language Arts
Mathematics
General Science
Latin or Spanish
Physical Education
Home Economics
Typing
Art
Chorus
Geography

10th Grade

Social Studies
Language Arts
Home Economics
Typing
Consumer Chemistry
Bookkeeping
Biology
Geography
Spanish
Chorus
Art
Chemistry
Drama & Speech
Physical Education
Algebra

11th Grade

Government
History
English
Geometry
Algebra
Spanish
Chemistry
Home Economics
Typing
Bookkeeping
Shorthand
Art
Chorus
Band
Geography

SMYTH COUNTY SCHOOLS CURRICULUM

1960-61

1st Grade

Seat Work
Number Work
Language
Science
Physical Education
Writing
Health
Art
Phonics
Music

2nd Grade

Reading
Language
Writing
Seat Work
Phonics
Spelling
Numbers
Physical Education
Health
Science
Music
Art

3rd Grade

Reading
Arithmetic
Language
Writing
Seat Work
Phonics
Spelling
Number Work
Physical Education
Health
Science
Art
Music

4th Grade

Social Studies
Reading
Spelling
Writing
Language
Arithmetic
Health
Science
Music
Crafts
Flat Work
Physical Education

5th Grade

Social Studies
Reading
Spelling
Writing
Language
Arithmetic
Health
Science
Music
Art
Physical Education

6th Grade

Social Studies
Language
Mathematics
Health & Science
Reading
Spelling
Writing
Physical Education
Art
Music
Geography

7th Grade

Geography
History
Civics
Reading
Spelling
Writing
Language
Arithmetic
Health
Music
Flat Work
Crafts
Geography

8th Grade

English 8
Algebra
Math 8
History 8
Spanish I
Science 8
Science 9
Physical Education
Math 9
Civics

9th Grade

World History
Language 9 & 10
General Business
Algebra II
Industrial Arts
Physical Education
Spanish
Science
General Math
Home Economics II

10th Grade

Industrial Arts
Chemistry
Spanish
Latin II
U. S. History
English
Math
Art
Home Economics
Physical Education
Typing
World History
General Business
Biology
Civics
Band
Science
Geography
French

11th Grade

U. S. History
English
Economics
Geography
Spanish II
Speech
Consumer Chemistry
Chemistry
Algebra II
Plain Geometry
Business Math
Typing I
Bookkeeping
Office Practice
General Business
Shorthand
Government
Home Economics
Physical Education
Art I
Art II
Distributive Education

12th Grade

Government
English
Math
Algebra
Chemistry
Economics
Typing
Shorthand
Art
Speech
Civics
Office Practice
Spanish III
French II
Home Economics
Distributive Education
History
Band

Guidance departments were organized in the public schools during this period and a great effort was made and is made to keep from putting too many "square pegs in round holes."

College entrance board test scores became more important for college entrance in the 50's and 60's and the state got in on the testing act by requiring standardized tests at each grade level.

In theory, the testing program was supposed to reveal weaknesses to which techniques could be applied to eliminate the weaknesses. The theory has not worked out too well due to the fact that experts in the field of diagnosis and selection and application of remedies are few and far between. Finding money to employ enough experts even if they were available has always been a serious problem.

Since 1960, the following courses have been added to the curriculum of Marion Senior High School.

Very few of these courses have been added at the smaller schools.

Math Analysis
Career Math
Consumer Math
Advanced Composition
Current History
French
Advanced Biology

Advanced Chemistry
Advanced Drama
Music Appreciation
Current Economics
Clerk Typing Block Program
Stenography Block Program

All of the Vocational School courses have been available to pupils from all four high schools. These courses are listed below. Pupils still attend the

one-half day to take the required academic courses of English and history or government and are bussed to the Vocational School for the other half day.

Child Care Occupation I
Clothing Occupation I & II
Food Occupation I
Cosmetology I, II, III
Industrial Maintenance
Mechanics I & II
Printing I
Welding I & II
Practical Nursing I

Bricklaying I & II
Auto Mechanics I & II
Auto Body Repair I
Carpentry I
Drafting I & II
Electricity I & II
Plumbing I & II
Health Aide

Classes for the Educable Mentally Retarded have been added at almost every school and at every level. This has been done in the last few years.

SPECIAL EDUCATION IN SMYTH COUNTY

On Tuesday, September 20, 1978 the Smyth County News carried pictures and articles on page four of two service programs to persons who are handicapped. These two articles indicate the breadth of services becoming available to handicapped persons in Smyth County - one a program through the Smyth County Schools for pre-school children who are developmentally handicapped either physically or mentally and, the other, the latest addition to the community's program for handicapped adults - a residential home for mentally handicapped persons provided through the Mental Health Mental Retardation Services Board.

Just thirteen years earlier, the Smyth County News carried a full page announcement of the National Retarded Children's Week, November 14-25, 1965, and indicated that persons might become more informed by writing to the Smyth County Association for Retarded Children (ARC) in care of Mr. J. W. Dawson.

Smyth County School Board files on Special Education date back to the 1950-51 State Report of Handicapped Children identified and served. At that time, 184 children were reported identified as crippled and other health impaired, vision and hearing handicapped, speech handicapped and mentally retarded. Sixty children were receiving individual adaptations in their regular classrooms. The first class organized for the special education of children, a class for eleven Educable Mentally Retarded children, was reported in the 1965 report.

Education in Virginia has always been and is a strongly cooperative effort between the state and local governments and between the school boards and the people. This has been and continues to be especially true in the area of education and services to the handicapped. The second program established specifically for handicapped persons as a part of the Smyth County Schools was an outgrowth of a program of education and recreation begun in the summer of 1966 by the Smyth County Association for Retarded Children. By 1969, the program had expanded to a daily full year service to moderately and severely retarded and multi-handicapped children. At that time, the association with the support of other civic groups purchased a house and two acres of land on Look Avenue in Marion and offered this facility to the Smyth County School Board to house a class for the Trainable Mentally Retarded. The School Board accepted the offer and employed a teacher for the 1969-70 school term. Nine children were enrolled.

Severely and multi-handicapped school age persons continued to be served through the ARC at the center on Look Avenue.

In 1971, the ARC, with the help of the Marion Jaycees, purchased property adjoining the Training Center and constructed a new building which they made available to the Smyth County Schools. The very adequate structure consists of 3,284 square feet divided into three classrooms, a kitchen, a 1,600 square feet activities area and an office. At that time, two teachers

and two aides were required to serve the twenty-two children enrolled.

The Association of Retarded Children (citizens) continued to meet the needs of some severely handicapped children and initiated programs for handicapped adults through the Mount Rogers Mental Health Mental Retardation Services Board by providing them with new buildings for a sheltered workshop and an Activities Center. In 1975, when Smyth County, along with other area school districts, was awarded an ESEA Title VIB grant for a center for multi-handicapped children, the local Association for Retarded Citizens undertook a rush construction program of a 3,600 square feet modern facility especially designed for use by multi-handicapped persons. In November of 1975, The Multi-Handicapped Center opened its doors to fifteen school age persons ranging in age from five to nineteen years. For the most part, this was their very first in-school experience. Two teachers, one endorsed in teaching the retarded, the other in speech and language development, were hired along with a part-time physical therapist, two teacher aides and several volunteer trainees. The curriculum was developed for the pupils individually and included, and continues to include, language development, toilet training, eating, ambulation, etc., as needed. It concentrates on self-care skills to the

... for each

While the programs for our trainable and multi-handicapped population have been developing, other programs, perhaps not as dramatic, but just as important to the present and future education and well being of Smyth County citizens have been evolving.

By the school year of 1976-77, the self-contained program for Educable Mentally Retarded persons was extended to all school age levels with a primary class for persons six through eight years of age, an intermediate class for persons nine through twelve years, a junior high school class and a senior high school class. These classes are housed in the Marion schools and serve children from the entire county.

Resource room programs for the Learning Disabled, the Emotionally Disturbed and for some Educable Mentally Retarded pupils were begun in all the elementary schools in the year 1973-74. These services were extended to some secondary schools in 1977-78. The County's Special Education Six-Year Plan projects increased services for elementary school children and extended services to all secondary schools in these areas for the school year 1978-79.

Services to hearing impaired and speech impaired children are given by three teachers; one endorsed in the area of Deaf Education and the others in the area of Speech Pathology. These teachers are itinerant, visiting all the county's public schools. They evaluate and teach. These services were begun for hearing in 1972-73 and for the speech impaired

Physically handicapped children are served in the schools' regular programs or in appropriate special programs if they also have learning handicaps. The Visiting Teacher, the Commission of the Visually Handicapped, and special education personnel assist the teachers as needed.

Presently, over four hundred handicapped children are receiving needed special education services in the Smyth County Schools.

SCHOOL ADMINISTRATION IN SMYTH COUNTY

The only full time school administrator employed in Smyth County prior to 1940 was the County Superintendent. The Superintendent was employed as a part time one year position for the first years after the Public School System began. It is believed that the position became a full time one about 1900. As when the author became Superintendent of Schools, the staff consisted of a Visiting Teacher, a Clerk and a Supervisor. These positions were added during the late 1950's, an Assistant Superintendent was employed in 1967, a High School Supervisor was added to the staff and two more High School Supervisors were added in 1973.

When the author became Superintendent of Schools there was only one full time high school principal in Smyth County and that was at Marion High School. The principals of the other larger high schools, Carnegie, Saltville, Richwood, Chilhowie and Sugar Grove, were principals of the high schools and also did double duty as principal of the elementary schools. Most of these principals taught one or more high school classes. A full time nine months elementary principal had been employed at Atkins, Allison Gap and Marion Elementary by this time. In all the other twenty-eight 1, 2, 3 and 4 room elementary schools, the principal was in reality a head teacher and also taught a full schedule of classes. In more recent years the elementary schools were consolidated and became larger, full time

principals were employed for all the schools and a little later full time assistant principals were employed.

However, in 1948-49, all the principals were employed for the same length of time as the teachers (nine months). Gradually, one or two at a time, principals were employed for twelve months. Until now, all principals and some assistant principals are employed for twelve months.

For most of the years before 1950, little or no time was given to pre-school planning due to the fact that the principal, teachers, and pupils arrived at school for the first time at the same time on the same day. Employing administrators for more than the nine months teachers were employed gave them the opportunity to organize and make plans before the pupils came to school. It is believed that the first planning day for teachers in the state was initiated at Saltville in September, 1946. The School Board agreed to pay all teachers \$5.00 as compensation for an extra day before school started to organize the school so that the first day of school for pupils could be a meaningful one.

In a few years the practice spread all over the state and today the teachers are employed three, four, five or more extra days for planning.

A listing of the Smyth County School Administrative Office Staff by years since 1947-48 is given below. Years given only when a change of personnel occurred or an addition made.

1947-48

1944-48	Superintendent of Schools	Raymond M. Buchanan
1938-72	Elementary Supervisor	Mrs. Virginia T. Tate
1945-75	Visiting Teacher	Carolyn C. Sheffey
1947-	Clerk	Joyce Eblen
1947-48	Secretary	June Clear
1945-70	County Librarian	Katrina Umberger

1948-49

Only two changes from 1947-48

1948-74	Superintendent of Schools	J. Leonard Mauck
1948-50	Secretary	Opal D. Ross

1950-51

1947-	Clerk - Miss Joyce Eblen became	Mrs. Joyce E. Cornette
1950-51	Secretary	Mrs. Eleanor K. Lawson

1951-52

1951-55	Secretary	Mrs. Anne R. Adams
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1955-56

1955-56	Secretary	Mrs. Betty G. McMurray
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1956-57

1956-	Secretary	Helen V. Hudson
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1962-63

1962-66	Director of Instruction	John D. Neely
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1966-67

1966-74	Director of Instruction	E. R. Thompson
1966-	High School Supervisor	Harlan S. Pafford
1966-	Secretary	Mrs. Brenda C. Brooks

1970-71

1970-71 Director of Federal Programs
1971-75 Administrative Assistant

Henry E. Diggs
Irby O. Foglesong

1971-72

1971-74 Director of Federal Programs
1971- Secretary added

Allen Tyndall, Jr.
Mrs. Kathryn Williams

1972-73

1972-74 Assistant Superintendent
1972-73 Director of Instruction
1972-74 Secondary Supervisor added
1972- Elementary Supervisor
1972- Secretary added

E. R. Thompson
Robert G. McCoy
Marvin E. Winters
Mrs. Lucille G. Kinkade
Mrs. Ruth O. Terry

1973-74

1973- Director of Instruction
1973-74 Director Vocational Education
1973- Secondary Supervisor added
1973- Supervisor of Special Education

Allen J. Abel
Dr. R. H. Ely
Charles E. Harkins
Dr. Thelma J. Wright

1974-75

1974- Superintendent of Schools
1974- Assistant Superintendent
1974- Visiting Teacher
1974-75 Administrative Consultant

E. R. Thompson
Howard W. Williams
Mrs. Charlotte S. Sutherland
Dr. J. Leonard Mauck

1975-76

1975- Elementary Supervisor added
1975- Director of Federal Programs

Mrs. Edith W. Wright
Marvin E. Winters

SEPARATE SCHOOL DISTRICTS FOR MARION AND SALTVILLE

Early in the 1900's, the law provided for the State of Virginia to be divided into School Divisions composed of one county or one city. To operate as a city school system, it was necessary for the city to have a population of 10,000. For all purposes, these cities and counties were separate entities for school operation even though the city was located wholly within a county. The law provided, too, that two counties or cities or combination of same by petition to and approval of the State Board of Education and the General Assembly could join and operate their schools as one School Division.

The law provided too for the creation of what was known as Separate School Districts. Towns located in two or more counties or cities were made Separate School Districts by law. A town with 5,000 or more population could by petition of the governing body and approval of the State Board of Education and the General Assembly, become a Separate School District.

Saltville, until 1971, was a Separate School District by law because the town was located partly in Smyth County and partly in Washington County. The Town Council appointed a School Board who was responsible for the operation and financial affairs of the schools in the town. By law, one

Smyth County School Board and had full voting rights on the County Board. The Superintendent of the County Schools System was automatically the Superintendent of the Town School System, although he never met with the Town School Board unless he was requested to do so.

The principal of the combined high and elementary schools of the town performed all the normal duties of a local superintendent and for all intents and purposes the Town School System was autonomous and was operated as a School Division. Financial and statistical reports of the Town School System were sent to the County School Superintendent's office and combined into one report for the office of the State Board of Education.

The Separate School District of Saltville had the financial backing of the Mathieson Alkali Works and during the depression of the 1930's, Saltville teachers were paid for some years \$125 per month when county teachers received \$40 or \$50 less per month.

In 1971, the General Assembly created the Separate School Districts into School Divisions. For one year, Saltville operated as a School Division with a separate superintendent. However, Olin Corporation had closed the plant at Saltville and the school population had decreased considerably, both of which created financial problems. The town and county agreed to a contract arrangement calling for the county to operate the divisions and this arrangement was continued until 1975.

The Town of Marion operated as a Separate School District until 1936. For political purposes, Marion was part of the Marion Magisterial District which included all the territory from the Wythe County line and the Washington County line, bounded on the North by Walker Mountain and on the South by Iron Mountain. The Town of Chilhowie was a part of the Marion Magisterial District. For political purposes other than town politics, the Town of Saltville was split between Washington County and Smyth County as the county line dictated.

In the 1930's, the Town of Marion had growing pains, while the population of the rest of the county remained fairly static.

It should be pointed out that prior to about 1930, as figures show elsewhere in this volume, Marion High School and Saltville High School were the only high schools in the county offering a four year high school program. Youngsters attending a county school had to attend Marion or Saltville High School for one or more years to receive a high school diploma. Saltville and Marion charged these students tuition to attend their high schools. A few parents sent their children away to prep schools for the last few years of high school. Tuition and transportation problems created some feeling in many parts of the county.

These town schools received additional financial support from the town taxes and industries and were able to pay salaries and were generally thought to

The town fathers of Marion, in 1936, decided that they had to have a new high school. The Town Council passed a resolution declaring that they were no longer a Separate School District, which was approved by the State Board of Education and the General Assembly.

A proposed Bond Issue, payment of which was to be applied over the Marion District, was approved by the Smyth County Board of Supervisors. A vote of the people in the Marion District approved the Bond Issue and a new high school was constructed in Marion. Marion has not been a Separate School District since that time.

AGE FOR ENTERING SCHOOL

The teachers' registers for 1925-26 gave the following regulation regarding entrance age for beginning pupils:

"Unless the county or city is legally exempted, every child between the ages of eight and fourteen years, that is, every child who has passed his eighth birthday but has not passed his fourteenth birthday, shall be in attendance at a public or private school unless he has completed the elementary course at his home school and is regularly and lawfully employed, or lives more than two miles from school or one mile from a wagon route or unless he is physically or mentally handicapped."

1931-32

The ages given in the regulation for 1925-26 had been changed to seventh birthday and fifteenth birthday. However, the regulation gave the local school board the discretion to change the ages from eight to sixteen.

1939-40

The law for 1931-32 remains in effect for the year 1939-40. The law for 1931-32 states that every child between the ages of seven and fifteen years, that is, every child who has passed his seventh birthday but has not passed his fifteenth birthday, shall be in attendance at a public or private school unless he has completed the elementary course at his home school and is regularly and lawfully employed, or lives more than two miles from school or one mile from a wagon route or unless he is physically or mentally handicapped. The law for 1931-32 also states that the local school board may change the ages from seven to sixteen.

Some school divisions in or near metropolitan centers operated on a semester basis and the law was changed to allow youngsters to enter at mid-term if he was six years old a month or so before this mid-term date.

The compulsory beginning age was changed to six years during the early 1940's and has remained so since that time. However, the date for becoming six years of age was changed from July 1 to September 1, to October 1, and in the last year or so to December 31, which, in effect, reduced the beginning age of six years by four months from the September 1 date.

It is to be remembered that the compulsory entrance age was not enforced very well before 1940 or even as late as 1950. One, two and three room schools still dotted the landscape and pupils were expected to get to these schools on their own. Crowded conditions in the smaller schools was not conducive to encouraging the enrollment of pupils before they reached the compulsory attendance age. Farm families needed their children during early spring and late fall to work on the farms which encouraged irregular attendance and dropouts.

As a result, teachers' registers from the smaller schools in rural areas during the earlier years show that very few pupils entered until they were seven years old, and many did not enter until later. It was not unusual for the first grade in smaller schools to contain children whose ages ranged from six to ten years of age or older, due to late beginning or attendance for only part of a year. Attendance was very irregular and a goodly number of pupils dropped out before they had actually completed the first grade.

Smyth County was largely a rural area at this time with large farms dotted with tenant houses. The children of the tenant farmers dropped out of school in large numbers as soon as they were large enough to work on the farm and supplement the family income.

Farm owners were interested in higher education for their children and often sent them away to prep schools. Otherwise, there was little interest in completing high school. The few industries needed labor and employed dropouts if they were large enough and old enough to work.

It is interesting to note that when the author started teaching in Smyth County in 1931-32, there were only thirty-five high school teachers in Smyth County. For that year only 125 pupils graduated from high school. Thirty-five of these graduates went to college and three entered business and professional schools.

The interest in higher education took a big surge in the late 1940's. The comparative figures below show that the high school enrollment doubled while the elementary enrollment was decreasing rapidly. Live births in Smyth County for 1947 were 875 while in 1975 only 413 live births were recorded by the State Bureau of Vital Statistics. The decreasing birth rate had caught up and was responsible for the decreasing elementary enrollment.

Enrollment Figures for Ten Year Periods

<u>Year</u>	<u>Elementary Enrollment</u>	<u>High School Enrollment</u>
921-22	5,531	484
931-32	5,777	1,027
940-41	4,771	1,261
948-49	5,299	1,577
961-62	4,522	2,351
973-74	4,354	2,803
976-77	4,553	2,809

The elementary enrollment above for 1973-74 and 1976-77 does not show the true picture regarding the decrease in number of elementary pupils. For 1973-74 kindergartens for five year olds had been started at Atkins, Sugar Grove, Riverside, Saltville and Rich Valley. This added about 200 pupils to the enrollment. Kindergarten for Marion and Chilhowie, which was started in 1976-77, added another 300 pupils to the enrollment. The General Assembly of Virginia set up the entrance age date from October 1 to December 31. All these changes added between 500 and 600 pupils to the enrollment of elementary schools. This meant that children could enter school when they were four months younger than five years of age.

Since the above changes were mandated by the General Assembly and the State Board of Education in 1976, complaints have been heard on all sides. Educational organizations, teachers and administrators have stated that the General Assembly and State Board had ignored the psychological readiness age and that this early age for entrance was causing all kinds of problems which could slow down learning for these children.

NUMBER OF SCHOOLS IN OPERATION IN SMYTH COUNTY
1898 - 1900 - 1906

CLOSING DATES WHEN ALL THESE SCHOOLS WERE CLOSED

The figures in the tables on page 134, Part I, show that there were ninety-two schools operating in Smyth County in 1900. Eighty-three were for white pupils and nine were for negro pupils. Records show that this was the largest number of schools in the county at any one time. In 1898, there were eighty-two white and seven negro schools and in 1906, the number stood at eighty-two white and six negro.

A list of the sixty schools in operation about 1890 is given on page 135, Part I. Many schools on this list had been closed by 1921, some had changed their names and some new ones had been erected. There were sixty-four schools in 1921.

It is believed that any district could erect a school building and ask for financial aid from the county to help pay the teachers' salaries. It was generally agreed that there must be ten pupils in attendance at the school before financial assistance would be given. This practice was still in vogue in later years when consolidation "raised its ugly head".

The names of the schools in operation for the 1921-22 school year are listed elsewhere in this volume, Part II

Closing dates for schools which were closed after 1921-22 are given below.

Between 1921-22 and 1937-38

No definite year available

<u>Chilhowie Area</u>	<u>Rich Valley Area</u>	<u>Saltville Area</u>
Flatwoods	Cassell	Perryville
Tates Chapel	Ezelle	
Chilhowie Negro	Ellendale	<u>Sugar Grove Area</u>
	Lyons Gap	Blue Springs
<u>Marion Area</u>	Old Cove	Cedar Springs
Bear Creek	Taylors	Sugar Grove Negro
Cave Spring	Pleasant Grove	
Mitchell Valley	North Holston Negro	
Spruce Creek	North McCready Negro	
Mt. Carmel		

Those with definite known dates of closing after 1937-38 are given below. The date given is the last year the school was in operation.

<u>Chilhowie Area</u>	
Collehon	1938-39
Dry Fork	1939-40
Valley View	1942-43
Oak Grove	1947-48
Piedmont	1948-49
Cleah	

Marion Area

Furnace Hill	1938-39
Lindamood	1938-39
Curriu Valley	1939-40
Summit	1939-40
Bear Creek	1940-41
Green Mountain	1941-42
Union	1941-42
Attoway	1943-44
Nicks Creek	1945-46
Mt. Zion	1946-47
Laurel Springs	1948-49
Pendleton Chapel	1952-53
Centenary	1953-54
Ebenezer	1954-55
Groseclose	1960-61
Carnegie	1964-65
Oak Point	1969-70

Rich Valley Area

Old Cove	1939-40
Rich Valley Negro	1942-43
Lick Creek	1943-44
Poor Valley	1944-45
Spratts Creek	1944-45
Union	1948-49
Chatham Hill	1950-51
Carters	1952-53
Broadford	1957-58
North Holston	1957-58
New Cove	1957-58
McCreadys Gap	1966-67
Nebo	1962-63

Saltville Area

Henrytown	1947-48
Quarry	1947-48
Cedar Branch	1948-49
Allison Gap	- Kindergarten only after 1975-76
Saltville (Negro)	1964-65

Sugar Grove Area

Camp	1939-40
Lansdown	1955-56
Teas	1956-57
Cleghorn	1958-59
Sugar Grove High (Except 8th Grade)	1968-69

SMYTH COUNTY SCHOOL CONSTRUCTION SINCE 1949

Rounded figures, some of which are estimated but it is believed they are reasonably accurate. Explanation factors given below.

MARION

Senior High	\$1,071,000
Primary	518,000
Intermediate	530,000
Land	56,000
Architects - Inspectors	250,000
Shop	74,000
Gym	550,000
Equipment	250,000
Paving, Grading, Etc.	75,000
Metal Shop Building	15,000
Greenhouse	50,000
Field House, Stadium	350,000
Grandstand, Track	
Concession Stand	
Tennis Courts	
Press Box, Score Board	
Toilets	
Total	<hr/> \$3,789,000

CHILHOWIE

High School	\$670,000
Shop	50,500
Elementary	536,000
Land	90,000
Equipment	150,000
Architects - Inspectors	70,000
Track, Fieldhouse	50,000
Stadium, Concession Stand, Etc.	15,000
Paving	10,000
Miscellaneous: Shades, Etc.	
Metal Building & Additions to Shop	20,000
Total	<hr/> \$1,661,500

RICH VALLEY

High School	\$684,000
Shop	50,500
Elementary	462,000
Land	42,000
Equipment	125,000
Architects - Inspectors	50,000
Miscellaneous: Paving, Etc.	40,000
Metal Shop	10,000
Stadium	15,000
	<hr/>
Total	\$1,478,500

SUGAR GROVE

First Addition	\$225,000
Cafeteria	30,000
Second Addition	29,000
Land	6,000
Architects, Etc.	20,000
Paving, Etc.	10,000
Equipment	30,000
	<hr/>
Total	\$350,000

SALTVILLE

R. B. Worthy High School	\$675,000
Saltville Elementary School	300,000
Equipment	100,000
Stadium	100,000
Track	10,000
	<hr/>
Total	\$1,185,000

OTHER:

Riverside Addition	\$140,000
Allison Gap	225,000
Atkins Additions	90,000
Carnegie	85,000
Site for Proposed New	
Smyth County High School	155,750
	<hr/>
Total	\$695,750

VOCATIONAL SCHOOL

Original Building	\$808,873
Architects-Inspectors	60,000
Equipment	<u>250,000</u>
Total	\$1,118,873

Total cost of construction, including purchase of sites, between
January 1, 1949 and January 1, 1976:

\$10,278,623

Money Borrowed for the Above Construction

Bond Election in 1956 3.58% Interest	\$1,680,000
Virginia State Retirement Fund 1957 3.75%	975,000
Virginia State Literary Fund at 2%	750,000
Virginia State Literary Fund at 3%	1,690,000
Virginia State Literary Fund (Saltville) at 3%	<u>710,000</u>
Total	\$5,805,000

Items of interest and explanations regarding cost figures and
money which was borrowed for above construction:

1. Acts of Congress passed in a number of years provided out-
right grants, matching money, etc., for the purpose of
encouraging vocational education in public schools. The
first vocational act was known as the Smyth Hughes Act.
The Vocational Act of 1963 was another act of Congress.
This money was channeled thru the Vocational Department
of the various states. These acts helped to pay salaries
of agriculture teachers but also provided matching money,
sometimes on a 75% state and federal and 25% local. This
matching money was available almost every year for those

who could come up with the matching funds. The vocational shops and other vocational areas such as business and vocational home economics, etc., were almost entirely equipped on a matching basis. Sometimes the matching funds came from school board funds, sometimes from fees or dues collected in the class, sometimes from the general school fund accumulated through sale of pencils, paper, ice cream, etc. Picking out all of these items covering a period of fifteen or twenty years would be a tremendous task so the figures were estimated.

2. National Defense Education Act. This act provided funds for construction and equipment mainly for science and mathematics on a matching basis. The building areas and equipment devoted to these subjects in new buildings were paid for thru matching funds from federal grants but again the task of separating them to get the figures exact would be next to impossible.

3. Battle money. John Battle was Governor of Virginia in 1950 at a time when there was a strong feeling that the state should provide some funds to help local school divisions with their school building programs. The Governor proposed to the General Assembly that \$75,000,000 be appropriated for this purpose. The money was distributed to the localities on the basis of so much per child for whom school construction was needed. Smyth

County received \$967,000 from this fund.

4. High school funds from game receipts were channeled into building facilities such as field houses, toilet facilities, grandstands, tennis courts, track and field facilities, scoreboards, etc.
5. Community fund drives raised money to help with the projects listed in Item 4. \$60,000 was raised at one time for the stadium project in Marion.
6. Industries, businesses, civic organizations and interested citizens got behind the schools in certain localities and constructed on their own such athletic facilities as field houses, fences, ticket booths, paved walks, press boxes, etc.
7. Towns helped thru the use of equipment to move dirt, etc., at no cost.
8. It is interesting to note that after the fire which destroyed the old high school building on Park Street, the maintenance crew of the School Board tore down wooden school buildings in rural areas (Nicks Creek-Ebenezer-Cedar Branch) which had been closed some years before, and moved them to the town (Marion) parking lot for use as temporary quarters for elementary pupils who had been housed at the burned building. Two classrooms were constructed from the lumber of the torn down buildings at the high school (now Marion Junior High) to relieve

crowded conditions and two quonset huts were moved from one place to another by the maintenance crew at no cost to the School Board. No estimate has ever been made of the savings in tax money.

9. The selection of a site for a new high school at Chilhowie; the purchase of this site for \$15,000; and the erection of a shop building on this site in 1955-56 proved to be a bonanza. A year or so after the shop building was erected, a bond election was passed which provided money for a complete new high school. By this time, federal and state governments had completed plans for the interstate system of highways. It was learned that Interstate 81 would pass directly thru the site of the new high school and that the new shop building would be demolished. Negotiations with the Department of Highways ended with the sale of the site and shop building for \$105,000. The shop building was donated back to the School Board with the understanding that the School Board would remove the building from the property purchased by the Department of Highways. By this time, bids were ready to be taken for the new high school. A new and better site, the present location of Chilhowie High School, was purchased. The advertisement for bids included the removal of the shop building from the original site and gave the

successful bidder the right to use any part of the building or equipment in the erection of a new shop building at the new site. The result! A new site was purchased, a new shop building was erected on it and about \$25,000 was left over from the amount for which the original site and shop building were sold.

10. Marion Baseball, Inc., and the New York Mets:

In 1964, Marion Baseball, Inc., came into being. The New York Mets placed a Rookie Team in Marion and have used the stadium facilities each summer since that time. Professional baseball enthusiasts, citizens interested in recreational programs for youngsters and adults have encouraged improvements to the whole complex. The resulting cooperation between Marion Baseball, Inc., the Town of Marion, Marion High School Athletic Association, many benefactors and unnamed donors have made or caused to be made many improvements through the years at no cost to the taxpayer. Improvement of the lighting system, erection of a field house, concession stand and third base grandstand, improvement to the drainage system, paving of walkways, a cyclone and concrete fence around the whole area, sodding and tons of fertilizer over the whole area, have happened without help from taxes.

All the above assistance and effort reduced the need for tax funds and created a greatly increased interest in the Smyth County School System which could have been generated in

no other way.

Buildings Under Construction During 1975-76	
Marion Kindergarten	\$385,000
Chilhowie Kindergarten	\$270,014
Vocational School Addition	\$1,236,235

Some of the built-in equipment is included in the figures. However, an additional amount of approximately \$100,000 will be used for equipment of various kinds.

INDEBTEDNESS FOR SCHOOLS JANUARY 1, 1976

<u>ORIGINAL DEBT</u>	<u>AMOUNT</u>	<u>PAID OFF</u>	<u>DEBT</u>
3.58% Bond Issue	\$1,680,000	\$1,505,000	\$175,000
July 15, 1977 Final Payment			
3.75% Retirement Fund	975,000	840,000	135,000
November 1, 1977 Final Payment			

<u>LITERARY FUND</u>	<u>%</u>			
Allison Gap	2	150,000	125,000	25,000
Marion Intermediate	2	300,000	220,000	80,000
Chilhowie High	2	300,000	170,000	130,000
Marion Senior High	3	75,000	37,500	37,500
Chilhowie Elementary	3	330,000	132,000	198,000
Rich Valley High & Elem.	3	350,000	81,475	268,525
Sugar Grove Elementary	3	25,000	5,450	19,550
Chilhowie Elementary	3	140,000	31,900	108,100
Chilhowie High	3	60,000	12,000	48,000
Marion Gymnasium	3	350,000	69,200	280,800
Marion Senior High	3	100,000	17,500	82,500
Vocational School	3	260,000	43,750	216,250
Totals		\$5,095,000	\$3,290,775	\$1,804,225

UNDER CONSTRUCTION

1. Marion Primary Kindergarten	3%	\$425,000
2. Chilhowie Elementary Kindergarten	3%	\$275,000
3. Vocational School Addition	3%	\$450,000

<u>SALTVILLE</u>	<u>2</u>	<u>AMOUNT</u>	<u>PAID OFF</u>
1. Saltville Elementary	3	\$250,000	\$112,500
2. R. B. Worthy High	3	<u>460,000</u>	<u>291,333</u>
Totals		\$710,000	\$403,833

**SMYTH COUNTY STATISTICAL HISTORY OF SCHOOL BUS TRANSPORTATION
SINCE 1932-33**

<u>Year</u>	<u>No. Pupils Transported</u>	<u>No. Wagons Trucks or Vehicles</u>	<u>Cost Per Pupil Per Year</u>	<u>Miles Bus Travel</u>	<u>Total Cost Transportation Per Year</u>
1932-33	250	5			
1933-34		2			
1934-35					
1935-36					
1936-37	944	11			
1937-38	1215	14			
1938-39	1618	17	\$9.58		\$15,104.00
1939-40	1857	18	8.20		12,554.00
1940-41	2124	17	9.89		14,526.00
1941-42	2151	18	9.51		18,224.00
1942-43					
1943-44	1792	18	13.19		23,667.99
1944-45	2955	21	10.92		28,592.00
1945-46	3354	18	10.24		30,540.74
1946-47	3273	25	12.16	193,872	39,829.37
1947-48	3493	25	11.31	199,260	39,506.57
1948-49 ADA	3430	23	12.38	205,876	42,460.76
1949-50 ADA	3701	25	12.15	299,070	44,957.26
1950-51 ADA	3885	26	12.42	258,059	48,128.21
1951-52 ADA	3545	27	13.66	259,718	48,415.17
1952-53 ADA	3695	27	13.07	260,564	48,282.93
1953-54 ADA	3807	27	13.62	241,449	51,853.30
1954-55 ADA	3824	28	15.19	245,078	58,098.34
1955-56 ADA	3948	29	15.15	263,682	59,811.21
1956-57 ADA	4085	29	13.63	270,730	55,679.26
1957-58 ADA	4057	29	14.71	264,456	59,678.30
1958-59 ADA	4248	30	15.93	265,817	67,679.43
1959-60 ADA	4228	31	15.41	270,766	65,168.21
1960-61 ADA	4289	32	16.63	271,697	71,318.64
1961-62 ADA	4374	33	16.89	275,690	73,895.35
1962-63 ADA	4598	33	15.89	278,628	73,056.52
1963-64 ADA	4930	34	15.59	297,031	76,852.82
1964-65 ADA	5406	35	15.18	315,407	82,050.07
1965-66 ADA	5430	35	15.68	303,265	85,132.04
1966-67 ADA	5626	36	16.60	301,096	93,396.51
1967-68 ADA	5791	37	16.70	311,290	96,711.71
1968-69 ADA	5909	37	17.39	321,523	102,762.04
1969-70 ADA	6021	39	18.49	323,820	111,333.69
1970-71 ADA	5945	42	20.64	325,819	122,693.80
1971-72 ADA	5920	42	22.30	327,697	132,007.93
1972-73 ADA	5920	43	24.45	335,101	144,739.48
1973-74 ADA	6083	44	29.83	339,748	181,442.16
1974-75 ADA	5972	43	33.72	344,340	201,357.18
1975-76 ADA	6041	44	39.07	351,864	236,042.65

The statistical information given on bus transportation was taken from the Annual Reports of the Superintendent of Public Instruction of the Commonwealth of Virginia for the school year listed.

As the above statistics indicate, pupil transportation to school was a responsibility of individual parents until the middle 1930's. Prior to this time most pupils walked to school, got there on horseback or were taken in an automobile, truck or wagon provided thru the initiative of parents.

Consolidation of schools, increased interest in high school education and a reduction in the number of schools teaching high school subjects mandated that provision for transportation of pupils at public expense be instituted.

At first only those children who lived some distance from a school were transported and no transportation was provided for those living in metropolitan areas. However, during the 1960's, school bus transportation was increased so that any child who wanted to ride a school bus to and from school could do so.

The figures above show the year by year increase in the number riding school buses, the increase in the mileage school buses travelled and the increased cost of providing this transportation.

The blanks in the statistic tables prior to 1942-43 are due to the fact that the state did not collect certain data in the earlier years or the annual report for the annual report for the state was not available.

NUMBER OF BIRTHS PER YEAR IN SMYTH COUNTY FOR THE YEARS AFTER 1944

Information received from State Bureau of Vital Statistics,
Richmond, Virginia.

Year	Number of Births			Year	Number of Births		
	White	Negro	Total		White	Negro	Total
1944	720	8	728	1961	663	11	674
1945	651	10	661	1962	646	17	663
1946	749	7	756	1963	638		
1947	875	9	884	1964	641		
1948	805	12	817	1965	471		
1949	723	8	731	1966	511		
1950	684	11	695	1967	466		
1951	683	12	695	1968	484		
1952	653	8	661	1969	461		
1953	714	16	730	1970	526		
1954	753	13	766	1971	526		
1955	727	10	737	1972	518		
1956	694	14	708	1973	474		
1957	655	12	667	1974	446		
1958	657	10	667	1975	413		
1959	661	11	672	1976	447		
1960	660	7	667				

Note that the number of births in Smyth County for 1975 is less than half of that for 1947.

The number of births given above is not entirely accurate due to the fact that all births were not registered with the State. The registration rate given by the Bureau of Vital Statistics for 1965 was estimated at 95.7%. It is probable that the registration rate for 1944 was some lower than that for 1965 and that it gradually increased to the rate given for 1965.

It is noted above that after 1962 the number of white and negro births is not given separately. The integration question became a "hot potato" about this time and the bureau stopped giving the figures separately.

ELEMENTARY SCHOOLS IN SMYTH COUNTY

TWENTY-FIVE YEAR PROGRESS REPORT

Smyth County's elementary schools have undergone many changes in facilities, programs, and personnel during the twenty-five years. Yet the school system has maintained of fundamental beliefs about its obligation to meet the needs of each individual child and has placed a high priority on basic education.

During the 1950's and early 60's, the construction of new elementary schools for Chilhowie, Saltville, and Rich Valley and the erection of Marion Primary made it possible to close the remaining small elementary schools in Smyth County. Additional classrooms and cafeteria facilities were constructed at Atkins, Allison Gap, Riverside, and Sugar Grove schools during this same period.

The improved facilities at these schools made it possible to begin to set up elementary libraries. Today, all county elementary schools have a fully equipped library with a full time, certified librarian in charge. Since a well-equipped library with a comprehensive program of library services for children and teachers is essential to a sound instructional program, county elementary schools are now better equipped to provide for a greater variety of needs than was possible twenty-five years ago.

Another result of improved facilities and accreditation standards has been the continual reduction in class size. In the fifties, it was not uncommon for a teacher to have forty to fifty students in a classroom. The first grade students at Marion Primary attended class on a half-day basis until the new building was opened in 1962. Currently, the maximum class size is thirty-two students for elementary and thirty-one for grades one through three. However, the school division average for grades one through three must be twenty-seven. These numbers will continue to reduce by one each year for grades one through three through 1983.

The state mandated kindergarten program could not be fully implemented in Smyth County until new facilities were completed at Chilhowie Elementary and Marion Primary in 1976. The additions are modified open space in design with two class units in each area. One teacher aide serves two classes.

The amended Constitution of Virginia, which became effective on July 1, 1971, called for public schools of high quality to be maintained. The standards were to be determined and prescribed from time to time by the State Board of Education, subject to revision only by the General Assembly. The application of these changing standards has brought about much change in elementary education. The standards have dealt with policies, personnel, accreditation, special programs, and planning and management objectives.

The standards for elementary accreditation under the Standards of Quality have been upgraded continually. All elementary schools in Smyth County have met the standards and are fully accredited by the Commonwealth of Virginia.

Another agency which sets high standards for elementary schools is the Southern Association of Schools and Colleges. In 1969-70, Marion Intermediate School was the first elementary school in Smyth County to seek membership. This required the faculty and staff to make an in-depth study of their school's philosophy and objectives, the community, facilities, and all phases of the school program. A Visiting Committee was sent to the school to appraise the self-study, to make recommendations for further improvement, and to assess the extent to which standards have been met. By 1975, all elementary schools in the county had undergone this evaluative process. Today all are fully accredited with the Southern Association of Schools and Colleges.

It is always a problem for the school to conserve and preserve on the one hand while being responsive to new ideas on the other hand. During the late sixties and early seventies, open space construction and open education became a new concept for elementary education. Smyth County elementary classes have remained largely self-contained while incorporating many of the open education ideas into the classrooms. Many teachers have set up learning centers

in their classrooms and work with children in small groups. Materials are more available which appeal to many modes of learning - auditory, visual, and kinesthetic.

The first full day kindergarten programs were opened at Atkins, Riverside, Rich Valley, Saltville and Sugar Grove in 1973. The kindergarten additions at Chilhowie and Marion Primary, completed in 1976, made it possible for all children in Smyth County to enroll in kindergarten. From 1965 until 1976, a summer child development program was held for children who would enter first grade in the fall. The major emphasis in the kindergarten program is on helping the child adjust to the school setting and develop socially, emotionally, physically and mentally.

In 1971, a new reading program was introduced into the first grade and phased into succeeding grades over a four year period. It is a skills based program in which a child is taught comprehension and critical reading and study skills and then given practice in applying these skills to printed material. There are twenty-four levels in grades one through seven. The reading program required much study and preparation on the part of teachers who willingly participated in many in-service activities related to reading. The reading program's success can be measured by the continuing improvement in students' end-of-level test scores and by the fact that reading

scores on the State Testing Program have in decline in student ability. Another indication of the reading program's success is the increased books by students.

Additional help came for low-achievers in mathematics with the introduction of ESEA Title I in Smyth County. All elementary schools have teachers who give additional instruction to students in addition to regular classroom instruction. The tutor and classroom teacher work closely to coordinate their efforts.

Other students who are identified as learning disabled or educable mentally retarded may also receive additional instruction in a learning resource room from a resource teacher.

In an effort to enrich the present program, in elementary schools some planning time, two music teachers, three art teachers, and three physical educators were added in 1973. Each elementary school has a combination of the services of two of these teachers. Additional facilities available. In 1977, two additional special education teachers were added. The special education teacher coordinates her work with the total classroom program.

Other improvements to the school staff include the addition of assistant principals to Marion Intermediate School and Chilhowie Elementary Schools in 1969 and to Marion Elementary School in 1973.

In the late fifties, many elementary teachers did not have a collegiate professional certificate. New certification standards required these teachers to enroll in a degree program and earn six semester hours each year toward that degree. The time has elapsed for this requirement to be fulfilled. As a result, all teachers employed in Smyth County for the 1978-79 school session will be fully certified.

For the past fifteen years, nearby colleges have offered night classes for graduate work, both on and off campus. Many teachers have taken advantage of this opportunity. About 14% of the elementary teachers now hold post-graduate degrees.

The upgrading of teacher certification and the increase in advanced degrees has not only improved instruction but has also improved the "self-image" of the elementary teacher. In the past, the elementary teacher did not always have the high regard accorded to the secondary teacher and was even paid less salary than secondary teachers. Today, the elementary teacher is recognized as a valuable professional with the awesome responsibility of providing each child a sound foundation of basic skills without which no person can be a productive citizen.

The smaller class size has made it possible for teachers to provide better for individual student differences in the classroom. One of the fundamental beliefs in the elementary school is that the teacher can humanize instruction, meet

individual needs, and provide a better climate for working with a limited number of students. Some grade grouping is done in upper grades for reading and mathematics.

In 1976, a new standard was added to the Standard Quality, dealing with basic learning skills in reading, communication, and mathematics for grades kindergarten through six. All state school divisions were involved in setting objectives to be mastered in each grade. Annual tests, designed by the State Testing Service, will be administered at least annually to measure the progress of each student in attaining these objectives.

Smyth County elementary teachers believe that these objectives are the ones they have been seeking to help their students attain for many years. They have never ceased to be concerned about basics in education. The teachers have been willing to participate in in-service activities for professional growth. They have been willing to study their own educational problems and seek solutions. They have continued to keep instruction child-centered and have endeavored to help each child achieve to the best of his or her ability.

CONFUSION
1950's - 1960's

The late 1950's and the 1960's were times of great sociological and technological ferment which was accompanied by disorder and an absence of positive direction in education. Pressures for reform in all areas of life became intense which allowed uninformed groups and special interest groups to initiate changes in our educational design. Ability grouping, track plans, team teaching, ungraded primary plans, ungraded high school plans, open classrooms, and a lot of other innovations were hailed as sinecures for all educational ailments. Instructional devices such as the teaching machine, programmed learning and educational television were proposed and accepted for a time as God's gift to educational methodology and the harried taxpayer.

The Smyth County School System did not "jump on the bandwagon" in the adoption of these innovations. However, the pressure from textbook and editorial writers; the lobbying of special interest groups inside and outside of boards and governments; the statements of so-called intellectuals and others; all created much confusion in educational endeavor.

There was little real evidence to prove the worth of these plans and devices, many of which have long since been abandoned as having no worth.

Sputniks and astronauts provided the atmosphere for the academic giants of science, mathematics, and foreign language to become supreme. These were the prestige fields in those

days and a youngster who followed his interest and enrolled in another field was apt to be classed as a second class citizen.

Title III of the National Defense Education Act had as its purpose the strengthening and improvement of instruction in mathematics, science and modern foreign languages provided huge sums of federal funds to help purchase equipment and materials for the three areas. The General Assembly of Virginia at its session of 1954 appropriated money to help localities in science, mathematics and foreign language.

These academic pressures relegated social studies, literature, physical education and other fields to a position of secondary importance. This over-emphasis on the three academic fields above left students, parents, teachers and politicians, etc., confused.

Commissions of scholars made wholesale changes in content, methods, and approach in the prestige fields. A close examination of most of the new material suggested for use in the public school classroom of that era showed that most of it was geared to the superior student.

The U. S. Supreme Court decision of 1954 outlawed any form of religious exercises in the public schools and brought about a tremendous change in the operation of public schools throughout the United States.

Prior to this decision, almost every classroom in the United States held some form of devotional exercises, Bible reading, prayer, salute to the flag, etc., at the beginning of school each morning. These exercises naturally led teachers and administrators to feel that public schools had a responsibility to instill in the young people basic spiritual and moral values including honesty, truthfulness and love for ones fellow man. Prior to 1954, the public schools felt that this was as much a part of their responsibility as the teaching of reading, writing and arithmetic and consciously made it part of the basic philosophy.

It has been claimed that the decision of 1954 did not outlaw all these things. However, later court decisions in deciding suits brought before the courts effectively "scared the pants" off administrators, teachers and school boards and the efforts in this direction were halted.

The headlines of today's newspapers, "Violence in Schools, Lack of Discipline in Schools, Crime in Schools, Drug Abuse and Alcohol of Teenagers, Hostility and Disrespect in Classrooms, Falling Test Scores," all indicate that the former basic values are certainly not part of young peoples' thinking today.

EDITORIALLY

WHAT WERE THE RESULTS?

1. More and more youngsters "elected to take" or were

placed in the prestige fields regardless of individual interest, talent or ability.

2. Special academic pressures relegating social science, literature and physical education to a position of secondary importance left the impression with everyone that "human values", "human relations", and "cultural refinement" are of less importance than science and mathematics. Even the terms "human values", "human relations" and "cultural refinement" were erased from the educational thinking of these years.

3. Many average youngsters got lost in the highly competitive prestige curriculum, lost their sense of worth. Could this have accounted for the great increase by young people in use of drugs and alcohol during the 60's and 70's?

4. Is it possible that a newspaper headline in the morning paper of February 2, 1978 is a result of the above:

"Many Teenagers Are Lacking In Knowledge Of Government." Is it any wonder? Social studies has been receiving a low priority in the curriculum of public school since the intellectuals pressurized our governments and chose at the higher levels of educational power into believing that the prestige fields were all-important.

5. Is it possible that this canonizing of the prestige fields and debasing the social fields, with its attendant horrors

has had much to do with the decrease in the college entrance test scores everyone is raving about in the past few years?

6. Is it possible that the antisocial behavior in teenagers of 1978 could be caused by halting the effort in our public school to instill in young people basic spiritual and moral values? Can ethical values be instilled in young people who have no religious background?

Another far reaching revision of our educational design took place in the teacher education program during this period, particularly at the secondary level.

The advent of Sputnik in 1957 brought a howl from the intellectuals and other critics who had been "chafing at the bit" since the progressive education era of the early 1930's. Almost overnight the public schools were blamed for allowing Russia to beat the U.S.A. to this important milestone.

The critics' claim was that the public schools had been "dillydallying" too much with learning about children and how to teach. They claimed that the professional courses such as psychology, methods, etc., were a waste of time. One leading national educator was widely quoted as saying that a teacher would learn all he needed to know about "how to teach" just by growing up in our society. The pressure was on and almost overnight certification regulations of the State Board reduced the number of hours required in professional education and increased the number of hours required in subject matter

for eligibility to teach in any subject fields. Within years, requirements to teach mathematics were increased from twelve semester hours to twenty-seven semester hours and chemistry from twelve to twenty-four hours.

Teachers became subject matter specialists and rarely did a teacher graduate from college eligible to teach more than one subject. Teachers, college professors and laymen alike lost interest in the finer qualities of teachers which inspired the youngsters to learn and in which they found great character qualities. Teaching became a matter of shoveling out large amounts of subject matter to the student and expecting to get it back fourfold. The feeling among academic teachers that all one needed to be a great teacher was large amounts of subject matter knowledge became the order of the day. This movement added to the stagnation of this period.

Federal aid to education came along about 1965. Title I money guidelines required a locality to be able to prove that the Title I money was spent entirely on the underprivileged and underachievers. The local school boards and professional educators could see no other way to do what was ordered but to spend the money for special instruction for the disadvantaged children in separate classes. Most local plans for implementing the program were written with the above in mind because it was felt that it would not be approved otherwise.

Smyth County educators felt that it would have been much better to keep the disadvantaged in regular classes and spend the money to reduce class size and employ special instructional personnel to assist the regular teacher. However, it was understood that this approach would not be allowed.

Thirteen years later on November 27, 1978, an article in a leading newspaper under the title "Title I Program Deemed Failure", the author says that some experts think that the Title I programs have actually hurt scholastic and social development among the underprivileged.

The author of the article goes on to say that some experts blame the approach many localities took in using Title I funds for the purpose of taking the poor children out of the regular class and assigning them to special teachers for several hours a week, thus, they say, "harming their social development".

The author of this book is including the above information to show again how certain changes, some well meaning, added to the educational confusion of the 1960's and 1970's.

An article in a newspaper for May 4, 1978, under the heading "Schools Tolerate Behavior Society Condemns" blames the school for not demanding rigid standards of school conduct on the part of the students. The article goes so far as to say that the schools give tacit consent to objectional behavior. I have never known of a school approving

this kind of behavior.

Laws, court decisions, condemnation from parents, etc., overrode efforts of schools to correct student conduct. Threats from the roughneck element when penalties were applied, often followed by knifings, beatings of teachers and administrators, shootings and bombings of homes and autos, intimidated teachers and administrators. Suspension or expulsion of the roughneck pupil helped very little because he was often ordered back to school by higher authorities.

What I am trying to point out is that the educational problems of today cannot be solved by blaming the schools, or by tests mandated by the General Assembly, or by statements from the Governor that all the responsibility rests on the teachers' shoulders.

There is enough blame to go around and the problem can only be solved through the cooperative effort of the General Assembly, State Board of Education, parents, local school boards, administrators, teachers, courts and other agencies such as textbook publishers, teachers, colleges, etc. For the last fifteen years, State Board of Education, colleges, intellectuals and law makers, have promoted the idea that all teachers needed to become better teachers with greater amounts of subject matter knowledge in a special field. Little or no attention has been given to making sure the teachers knew how to teach and how to

appeal to the many kinds, shapes, backgrounds and personalities of youngsters who have flooded into our schools. It must be remembered too that with both parents working, two and three autos in each family for use by the youngsters, all of which means that the youngster "rears" himself for eighteen hours a day or more, and then the critics blame the schools for not making a perfect youngster of each one when the school only has him for six hours a day, five days a week, nine months a year. Assuming a 180 day school year, it's not hard to use a little simple arithmetic to show that the school has the pupil for only 1,080 hours in a year, while the same pupil is under the control of the parents for 6,600 hours during the year.

PUPIL RELATIONS AND DISCIPLINE AS IT INSTRUCTION

Successful long term maintenance of individual classroom must be based on a responsibility on the part of each young person. This trait is not inherent and a few boys and girls among us in which this characteristic is poorly developed, but this should not discourage us because it can be developed in most of the youngsters make-up if the proper conditions are met. It takes time, intelligence, patience, and a consistent effort on the part of teachers and administrators alike to develop common sense along with their knowledge of child development to each individual case. (Make the plan for each young person is different.)

To assist young people in acquiring a sense of responsibility, certain precautions and preventive measures must be taken to assure that opportunities for interest and participation are few and far between. At the same time, we must be sure that we never contribute in any way to the development of a habit of inaction on the part of a young person. Good behavior must develop into a habit if opportunities for misbehavior are non-existent; if situations which encourage misbehavior never occur; and if our total educational philosophy is based on a vision for positive and constructive learning.

and activities of a type which will instill in our youngsters desirable behavior characteristics.

PREVENTIVE CLASSROOM PROCEDURES

1. Make your courses interesting!
 - (a) Change your methods and procedures from time to time so they do not become shop worn and dull.
 - (b) Try to appeal to all levels of ability and varying interests.
2. Remember, the first minute of the class is the most important as far as discipline is concerned and maybe learning too. Get your classes off to a fast start. Also dismiss class promptly. Make no big issue of tardiness, determine cause and encourage promptness rather than punishment.
3. Develop a friendly interest in every single youngster and find some way to show this interest.
 - (a) As a starter, know his interests and as much as you can about him so you can gain an entry to him with a remark or question.
 - (b) Use special occasions as opportunities for letting your students know that you are interested in them as persons.
4. Lean over backwards to be fair. Pupils play fair with teachers who are fair with them.

5. Never use a sneak approach to catch a youngster in a fault. Be alert at all times and in all ways and you won't need to. Sneak tactics seem unfair to young people.
6. Never ask a youngster (or anyone else for that matter) a question which will tempt him to tell you a falsehood. Unless you are sure of your facts, keep your eyes open and your mouth shut. Never dig at a youngster or question him to make him admit he is guilty. Again, unless you know, the fact that he admits his guilt is unimportant.
7. Always maintain your sense of humor. A smile and a keen sense of humor are very effective tools in a classroom.
8. Avoid all suggestions of criticism, anger or frustration. Make your suggestions in private and in as far as possible, make them constructive and positive.
9. We should remember that kindness, consideration and trust are signs of strength rather than weakness in a teacher.
10. Be liberal with your time in making assignments. Be sure explanations are clear and definite and that each pupil knows what is expected of him. Plan assignments some time in advance with as much care as you do the daily lessons. Uncertainty here leads

to idleness and frustration and is a sure guarantee that no attempt will be made to study the lesson. This always leads to a classroom atmosphere which breeds misbehavior.

11. Never make an international incident out of a trivial offense. Avoid making a major issue out of something which is insignificant. A tiny blaze can become a holocaust if the teacher feeds the flame and supplies the wind.
12. Avoid making too many rules. Never punish the whole class for the act of one.
13. Never bluff or make threats and offer no bribes.
14. To dismiss a student from class does not solve the problem - it evades it.
15. When dealing with a disciplinary case, try to focus on the cause. When a case is closed, draw down the curtain. Let all parties know it.
16. A fine edge to your scholarship with regard to subject matter is likely to win the respect of the people in every class. Speak in understandable language.
17. Good teaching and a feeling on the part of each pupil that he is learning something makes for a feeling of self-responsibility on the part of the pupil.

is impossible to treat all children exactly alike, the teacher should "lean over backwards" to avoid any semblance of "playing favorites".

establish a "man to man" relationship with each student. Be approachable and understanding; avoid "Big - "Little you" relationships. Keep the lines of communications open.

As a rule, a teacher who gains the respect of her pupils is well liked. However, if there has to be a choice, our first is having the respect of your pupils. The "liking bit" will usually follow.

Separate the way you feel, "getting up on the wrong side of the bed", from your relation toward pupils and your reaction to happenings in class.

SCHOOL FACTORS RELATING TO DISCIPLINE

The possession of a healthy basic philosophy regarding school discipline by each member of the staff which includes a belief that the entire staff must work together to solve their problems.

Each staff member should accept the responsibility for developing good behavior in our students at all times during the school day.

4. Each teacher should be stationed at the classroom door during change of classes. This will facilitate classroom and hallway supervision. It will also place you in a favorable position to greet each student.
5. A sufficient number of teachers should be assigned to provide supervision for bus loading and unloading, playground and yard duty before and after school and hall duty before and after school and during the lunch hour.
6. Teachers should be available in their rooms to help students with their assignments and other problems before and after school.
7. All teachers should assist the duty teachers in checking classrooms, restrooms, hallways, and other areas of the building and grounds to keep student behavior at an acceptable level.
8. Checking class rolls promptly can be an effective way to start a class. Homeroom teachers should promote good attendance.

SUGGESTED SCHOOL PROCEDURE FOR

HANDLING DISCIPLINE PROBLEMS

We believe that the classroom teacher is in the best position to solve discipline difficulties. Taking a student to the principal for every infraction of room discipline results in a loss of teacher prestige and will result in the

weakening of teacher control. As a last resort, or for major disciplinary problems, the student should be referred to the principal.

Few major discipline problems develop suddenly and without warning. A definite procedure for handling extreme cases should be developed by the principal and his teachers. If at all possible, there should be a discussion between the principal and teacher and/or faculty about a rising discipline problem and an agreement should be reached about how the individual teacher and other members of the staff can work together to solve the problem before it gets so big.

We believe that:

1. Quality education of a comprehensive and meaningful nature, appropriate to the individual's ability, talents, aptitudes and willingness to profit from such, is a part of the birth-right of every American boy and girl.
2. A program of quality education is one designed to assure the development of skills, attitudes, desirable personal qualities, understanding and competencies needed by a young person today that will enable him to:
 - (a) Cope with the problems of a rapidly changing world
 - (b) Prepare for the world of work
 - (c) Develop sound moral and ethical character
 - (d) Work with other people to keep democracy working
 - (e) Acquire and maintain a reverence for the best of our heritage, an appreciation of the privilege and responsibilities of American citizenship, and an intense desire to promote the great principles of our American ideal.
 - (f) Develop a deep sense of respect for personal health, physical fitness and the need to make the best use of leisure time.
 - (g) Cooperate with other agencies, and lead them if necessary, in contributing in every possible way to the moral, spiritual, recreational and citizenship development of our youth.

and she cannot escape the tremendous responsibilities. We believe her contact with young people in teaching of reading, writing, arithmetic, etc., gives her opportunity to know and understand the youngster far more than any guidance counselor, principal, visiting teacher or other staff member who has only an occasional contact. We believe this places the teacher in a better position than anyone to guide the destiny of the youngster directly. We believe she can assist other staff members in trying to develop desired characteristics in the youngster and help him with his problems.

ATHLETICS IN SMYTH COUNTY SCHOOLS

The author is indebted to many people for information about early athletics, however, R. L. "Turk" Warren of Saltville, supplied much of the information and stories regarding athletic activities in schools prior to 1930. "Turk" graduated from Saltville High School in the early 1920's. He actively participated in all sports which came along during his school days and since that time he has been the leading promoter and supporter of all school and community athletic programs.

It is doubtful whether there was much athletic competition between schools before 1920. Most of it was of the pick-up variety until the late 1920's. However, it is true that the Marion girls won the State Championship in basketball in 1920, so girls' basketball and probably boys' basketball was played as a high school sport for several years before 1920.

It is probable that baseball was the first and only high school sport for several years. There were sixteen schools offering high school work during the 1920-21 school year. Saltville and Marion high schools were the only two to have a four year high school offering at that time. Marion had an enrollment of 112 with four teachers and Saltville had 152 pupils with five teachers. Chilhowie, with forty-five pupils, offered only a three year program with one and one-half teachers. Sugar Grove had a three year program for twenty-six pupils and only one high school teacher. Oak Point had one teacher for

Twenty-two pupils. All the other high schools are reported as having fewer than twenty pupils. Two of them reported seventeen pupils and the other ten had twelve or fewer high school pupils.

The small number would have limited much athletic activity.

I am told that in the earlier years before 1920, it was common practice in baseball to play an adult on the high school team who was not enrolled in school. Eligibility requirements were not strict in those days and it was generally considered acceptable to recruit an adult if there were not enough players enrolled in school to make a team.

Boys' and girls' basketball became a competitive high school sport in Smyth County sometime prior to 1920. Marion, Saltville and Chilhowie fielded teams and competed between each other and a few teams in neighboring counties. Marion had obtained the use of a vacant industrial building and played indoors but Saltville and Chilhowie played on outdoor courts until the late twenties.

Football came into the picture about 1920 with Marion and Saltville competing in this sport against other high school teams such as Galax, Bristol and Blacksburg during the early 1920's. Game often schedules were made on a day-to-day basis, practice not very regular and in some years only a few games were played during a season.

The organization for all these sports until 1927 or 1928 handled rather loosely. The initiative came from players and interested citizen of the community. Walter Ballah,

area with a large lumber operation about 1920 and encouraged basketball as a school sport and helped coach the team. A. F. Crowell, who had played college football at Brown University, Harry Gross, who had played for Pittsburg, and John Garrells, who was an All American from Michigan, all came to Saltville with the Mathieson Alkali Works and encouraged football and helped coach the team, as did Hick Buchanan who lived in Rich Valley and had played for Hampton-Sydney. A. W. Ristine, who had played quarterback for Harvard, came to North Holston with the National Gypsum Company. He became interested in Saltville High School football and helped coach the team. I believe that "Turk" Warren coached Saltville High School football team for a year or two after he graduated. Pat Collins, Bud McConnell and Tack Jennings are the names most often mentioned by old timers as men who were interested in Marion High School athletics and coached football before faculty members were employed as teachers and coaches. Jennings was employed by the United Telephone Company, Pat Collins was a local lawyer and Bud McConnell was in insurance.

High school faculty members were employed as teachers-coaches in the late 20's and early 30's. After this was done, athletics became a more highly organized endeavor. However, for six or seven years after 1930, only one coach was employed and he handled all sports including girls' basketball. Assistant coaches were employed in the late 1930's and at some of the schools, women teachers coached girls' basketball but received no pay as coaches until several years later.

The first year that a faculty member was employed to coach athletics in Smyth County High Schools was for the 1928-29 school year and was started at three schools for the 1928-29 school year. This one coach, in most instances, handled all sports including girls' basketball. Stuart Staley was the first faculty member-coach at Marion, and had received his degree at Emory and Henry College. Raymond M. Buchanan, who was a star football player at V.P.I., was the first coach-teacher at Saltville. William Bowman, a King College graduate, held the same position at Rich Valley.

Chilhowie's first football team was in 1929-30 and Paul Gray, a graduate of Emory, was the coach. Edwin Sanders, of Chilhowie, was on this team and tells me they had only thirteen men out for the team.

Boys' and girls' basketball games were always played as double-headers for many years and it was only recently that basketball became a fall sport.

Football, basketball, baseball and track were the only sports sponsored by the high schools of Smyth County until about 1960.

It was about this time that sports such as wrestling, track, girls' volleyball, track for girls, tennis for boys and girls, golf and cross-country entered the picture. All of them are still part of the high school athletic program. Many additional head coaches and assistant coaches were employed.

In the 1960's, a national feeling developed for girls. I'm not

sure but I believe that some Smyth County High Schools cut out girls' basketball for a year or more or had to limit the schedule to playing Smyth County teams due to the fact that other school division teams had stopped playing the sport.

Facilities and equipment for athletics in Smyth County High Schools were almost non-existent in the 1920's and could be called very poor for all schools until late in the 1930's. Football uniforms were homemade or cast-offs from some college during the 1920's and the only piece of equipment furnished by the school was a jersey. Players were supposed to furnish all the rest of the equipment unless cast-off equipment could be secured. Overalls substituted for football and baseball pants. Quite often, cut-off overalls or pants and an undershirt served as a uniform in basketball during the early years unless the player himself could afford better. By 1930, the schools were furnishing pants and jerseys but players were still supposed to furnish pads, shoes and headgear.

Dressing room and shower facilities were non-existent before the middle 1930's in all high schools. Players changed into uniforms at home, in school basements or other room made available by some benefactor. Showers of any kind were non-existent. Visiting teams would change into uniforms in a classroom and change back into street clothes in the same place. A wash basin in a toilet was the only place to get any of the grime off after a game. I remember that in the late 1930's at Saltville, we commandeered a closet about

3' x 10' in the basement and installed one shower head. Vis teams and home teams believed that this was the greatest improvement of the century.

Marion High School had played basketball in the closed all factory and in a building furnished by the Lincoln Furni Factory during the 1920's and then stopped fielding a team about 1930. Football had been played at several places in the 1920 and about 1929, Southwestern State Hospital furnished a field for football and baseball and dressing room with showers until the new high school was constructed in 1937.

By the time the author of this book had taken over the coa duties at Saltville in 1931, new buildings had been erected at Sugar Grove and Rich Valley in 1927, Atkins and Chilhowie in 1925. The Saltville building was built in 1925. Each of these high schools had small auditoriums which had been remodeled to serve double duty as auditoriums and gymnasiums. Boys' and girls' basketball were regular sports at Saltville, Chilhowie, Sugar Grove, Atkins and Rich Valley. Marion, Saltville, Chilhowie and Rich Valley were fielding football teams and baseball was a regular sport at Marion, Saltville, Rich Valley and Chilhowie. Sugar Grove fielded a baseball team at times.

Occasionally, a track star would be entered in a state meet but this sport was strictly a low key operation and it was only occasionally that a school could be said to field a full

For a number of years during the depression of the 1930's, track was eliminated as a sport in all the high schools and baseball was eliminated in all the schools except Saltville. For several years Saltville was a member of a high school baseball league composed of Elizabethton, Johnson City, Kingsport and Bristol in Tennessee. These were the only schools fielding baseball teams for some years. Money was scarce, attendance at baseball games and track meets was low, and these sports could not be financed.

It might be well to mention that when the author started coaching in Smyth County in 1931, girls' basketball was played with six players on a three division court. There were two guards, two centers and two forwards. Each pair of players were restricted to the area marked off by lines across the court. One forward could shoot all the foul shots. Sometime later a two division court was mandated with three guards and three forwards.

Smyth County high schools have had their share of championships in just about every sport. There have been moments of glory, fame and success for every high school. Specific instances of such are not being included in this volume lest some greatness of note be left out by mistake.

ATHLETIC COMPETITION FOR BLACKS

IN SMYTH COUNTY HIGH SCHOOL

I am indebted to Charlie Goble for most of the information regarding athletics in the schools for blacks in Smyth County.

As far as the records show, no school for blacks in County offered high school work except the one in Marion. School in Marion was known as Marion Graded School and was forerunner of Carnegie High School. Marion Graded School offered from one to three years of high school work at various times. Even though only ten to fifteen boys were enrolled high school work for most of the years, this school fielded both football and baseball teams for three or four years during the early 1920's. Charlie Goble says that Pat Collins who at that time was a young lawyer just out of Washington and Lee Law School, encouraged the formation of these teams and coached them for most of the years. Schedules were limited because only Slater and Douglas High Schools of Bristol and Christiansburg Institute were the only available opponents. After a few years the teams were discontinued.

Mr. E. W. Epps became the first principal of Carnegie High in 1931-32 and encouraged anew the formation of football and baseball teams. This effort lasted for three or four years after Mr. L. D. Dabney became principal in 1932-33 and was dropped again due to the small number of boys in high school and lack of interest.

Carnegie fielded football and baseball teams again in the early 1940's but it didn't last very long.

The next effort at organizing an athletic team at Carnegie took place in the early 1950's when Mr. L. D. Dabney, Principal, promoted and coached a boy's basketball team. This team used the gymnasiums at Marion College and Marion High School for practice and games. Due to lack of interest, the basketball program was dropped after a few years.

After the 1964-65 school year, schools were integrated and Carnegie High School was abandoned. Black players became stars on Marion and Chilhowie High School teams.

SUPERINTENDENTS OF SCHOOLS 1870-1977

Name	Tenure
D. C. Miller	1870-1880
A. G. Pendleton	1880-1889
Frank A. Kelly	1889-1892
A. G. Pendleton	1892-1896
C. E. Anderson	1896-1900
B. E. Copenhaver	1900-1937
Robert F. Williams	1937-1944
Raymond M. Buchanan	1944-1948
J. Leonard Mauck	1948-1974
E. R. Thompson	1974-

An act of the General Assembly of 1845-46, Chapter 40, page 29, "An Act to amend the Present Primary School System", inaugurated a system of County Superintendents, elected by a County Board of School Commissions. A search of the reports of the School Commissions for Smyth County from 1845 to 1870 reveals the name of only two Smyth County Superintendents which are given below:

1852 E. S. Watson, Superintendent
 1860-61 E. L. Roberts, Superintendent

The following daily schedule in the Lansdown School for 1915-16 school year shows the daily schedule for a teacher who taught the 5th, 6th, 7th and 8th grades in a two teacher school. This schedule would be about the same for any other school with a multiple grades situation for one teacher. Lansdown was located near Thomas Bridge on the South Fork of the Holston River.

Other information showing how much of the text was completed during the year, the textbooks in use, and a suggestion for the following year are quite interesting too.

Suggestive Program

9:00	-	9:15	Opening Exercises
9:15	-	9:30	8th Arithmetic (Until Completed)
9:30	-	9:45	7th Arithmetic
9:45	-	10:00	Business Arithmetic (Special)
10:00	-	10:15	6th Arithmetic
10:15	-	10:30	5th Arithmetic
10:30	-	10:40	Recess
10:40	-	11:00	8th Algebra
11:00	-	11:15	7th Geography (Until Completed the Civics)
11:15	-	11:30	6th Geography or Physiology
11:30	-	11:45	5th Geography or Physiology
11:45	-	12:00	General History
12:00	-	1:00	Noon Intermission
1:00	-	1:15	7th U. S. History
1:15	-	1:30	8th English Composition
1:30	-	1:45	5th & 6th History or (Reading)
1:45	-	2:00	5th & 6th History or (Reading)
2:00	-	2:15	7th Grammar
2:15	-	2:30	6th Grammar
2:30	-	2:40	Recess
2:40	-	2:55	5th Grammar
2:55	-	3:15	8th Latin
3:15	-	3:25	6th Spelling
3:25	-		6th Spelling

Extent of Work Done From September to January

8th Grade:

Algebra, to Page 59
Arithmetic, Page 300 to Page 409
General History, to Page 172
Latin, to Chapter 20
English Composition, Book I to Th. 37, Page 83

7th Grade:

Arithmetic, Page 135 to Page 250
History, Chapter VI, Page 221, to Chapter CV
7th & 8th Grammar, Page 113 to Page 198, Book II
7th & 8th Spelling, to Page 31 and Reviews
7th Geography, Page 120 to Virginia

6th Grade:

Begin Civil Government - January, 1918
Arithmetic, to Page 73
History, Chapter I to Chapter XX
Grammar, Part II, Page 96 to Page 139, Book I
Spelling, Page 153 to Page 185
Geography, to Lesson 30
Physiology, to Chapter 22
5th & 6th Reading

5th Grade:

Arithmetic, Page 187 to End, Begin Smith's Modern Advanced - Jan. 1918
Virginia History, Chapter I to Chapter XII
Grammar, to Lesson 72, Book I
Spelling, Page 125 to Page 141
Geography, Page 115 to Page 152
Physiology, to Chapter 25

Textbooks in Use

Well's Essentials of Algebra
Collar and Daniell - First Year Latin
Brook's English Composition, Book I
Eldridge's Business Speller
Smith's Modern Advanced Arithmetic
Smith's Modern Primary Arithmetic
Frye's Higher Geography

Frye's Primary Geography
Myer's General History
Our Republic - U. S. History
Smithey's History of Virginia
Emerson & Bender Language, Book II
Emerson & Bender Language, Book I
McBain's Government & Politics in Virginia
Ritchie's Primer of Sanitation and Physiology
Ritchie's Primer of Hygiene
New World Speller

I wish to suggest that the 7th grade take up McBain's
Government & Politics in Virginia, with the 6th grade.

Anna R. Lawson
Lansdown School 1915-16

This Article of Agreement, between the SCHOOL BOARD OF CENTRAL-WASHINGTON COUNTY

Virginia, of the first part, and Mr. J. E. Hauck
part;

ESSETH, That the said party of the second part subject to the authority of the said school board under the supervision of the division superintendent agrees to teach in the schools administered by the said school board under the following conditions; to-wit:

said teacher or party of the second part shall open and close school on regular school days at such hours as the school designate, and shall give daily recess with appropriate supervision in accordance with the recess schedule adopted by the provided the school day shall consist of not less than five hours or more than six and one-half hours exclusive of the recess, when such is provided.

said teacher shall obey all school laws and regulations and all rules made in accordance with the law by the said school shall make promptly and accurately all reports required by the superintendent of schools.

teacher shall exercise care in the protection and upkeep of the school property, furniture and fixtures and shall promptly superintendent needed repairs or necessary added facilities or supplies.

schools in which no regular janitor is employed the arrangement for keeping the school clean and in sanitary condition below under special covenant, number 1.

said teacher hereby swears or affirms allegiance and loyalty to the Government of the United States. said school board or party of the first part shall deduct monthly from the salary of the said teacher a sum equal to one per salary, to be placed to the credit of the Retired Teachers Fund and to be applied as provided by law.

said school board reserves the right to change the teacher from one teaching position to a different teaching position, the recommendation of the division superintendent the efficiency of the school system may require such a change, and her that no reduction in salary may be made because of such change.

said board reserves the right to dismiss the teacher or party of the second part for just cause, an opportunity on re-granted for a hearing, paying for services rendered in accordance with this agreement to date of dismissal. In case closed temporarily on account of an epidemic or for other necessary cause the board may pay the teacher for time lost, the school term.

said school board or party of the first part agrees to pay said teacher or party of the second part, \$ 170.00 calendar month for a term of nine school or calendar months, beginning on

October, 1929, for a lawful school, for services rendered, payable on the last day of each school or calendar soon thereafter as possible. (See special covenant, number 3.)

COVENANTS.

reference to care and cleanliness of school building in which no janitor is employed, teacher is held responsible personally for all damage done to the building while school session.

No joy-riding at night. No teacher to receive attention so- from pupils.

reference to time lost by teacher on account of sickness or for other cause. The substitute teacher receive three-fifths per diem pay of regular teacher, and the re- teacher the remaining two-fifths in case of personal illness or in immediate family.

reference to shortening the school term in case funds are exhausted. Party of the first part s the right to cancel this contract in case all available funds continuance of school are exhausted.

covenants. All high school teachers must be in school not later than and remain until 3 o'clock.

whereof, the parties hereunto have set their hands and seals, this 10th day of May, 1929 192
J. E. Hauck (L. S.)
Chairman of the Board.

1302 and 4 Main Street, RICHMOND, Va.

Graphic Copy Books large, Nos. 1, 2, 3, 4, 5, 6, 7, 8, 9, (No. 0 is a Spelling Blank,) at.....	2	10
Graphic Copy Books small, Nos. 1, 2, 3, 4, 5, 6, at.....		07
“ “ “ No. 1 Tracing, at.....		07
Magill's History of Virginia.....		90
Cooke's History of Virginia.....	1	06
Holmes' History of United States.....	1	00
Worcester's Primary Dictionary.....		48
Worcester's New School Dictionary.....		80
Worcester's Comprehensive Dictionary.....	1	40
Worcester's Academic Dictionary.....	1	50
Venable's First Lesson in Numbers.....		18
Venable's Intermediate Arithmetic.....		36
Venable's Mental Arithmetic.....		28
Venable's Practical Arithmetic.....		61
Maury's Elementary Geography.....		60
Maury's Revised Manual of Geography.....	1	28
Maury's Revised Physical Geography.....	1	20
McGuffey's Revised Primer.....		09
McGuffey's Revised Speller.....		17
McGuffey's Revised First Reader.....		17
McGuffey's Revised Second Reader.....		30
McGuffey's Revised Third Reader.....		42
McGuffey's Revised Fourth Reader.....		50
McGuffey's Revised Fifth Reader.....		72
McGuffey's Revised Sixth Reader.....		85
Harvey's Revised Elementary Grammar.....		42
Harvey's Revised English Grammar.....		65

Sup't Public Instruction.

JOHN L. BUCHANAN
MARCH 15, 1882 ~ JANUARY 1, 1890
STATE SUPERINTENDENT

IN RETROSPECT

In looking back over the period of time during which this volume has been in preparation, the author, all too clearly, remembers that many people have had a part in helping make this History of Education in Smyth County a reality. It would be nice to include herein the names of these persons, along with a biographical sketch of each.

Obviously, this would require another volume, so the author would like to express sincere appreciation for the kindness and assistance to those who have helped make this volume possible.

However, there is one person without whom this project would not have even been started, so the author wants to recognize his services in this special way.

The name, William "Bill" Wall. He is a native of Saltville, a graduate of Saltville High School, a student of mine while I was principal of Saltville High School, and was a member of the Saltville High School football squad for several years. He has been a dear friend of mine for many years and I consider him one of the finest young men I have known. Bill has taken full responsibility for printing and arranging the material in order and putting the whole book together. In addition, he made the arrangements for the binding.

Present and future readers of this volume can be thankful for the countless hours "Bill" and his wife have